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ABSTRACT

The Working Smart workplace literacy project was sponsored by a public school district and several profit and nonprofit companies and conducted for the hotel and food industry in the Los Angeles area. Literacy instruction was merged with job requirements of the customer service job classifications. Videodisc courseware was developed, as were student workbooks that included 9 performance modules, 13 computational modules, and 27 communications modules. Each module taught problem-solving skills, critical thinking strategies, work attitudes, and safety skills. State-certified teachers delivered the instruction. Participants were a diverse group of employees recruited through the companies' communication channels and through referrals from community adult schools; many had limited English skills. Workers were retained in the program by means of paid release time, cash bonuses, formal recognition, promotional opportunities, and a tailored assessment system. Of 92 students surveyed, 65% were very satisfied and 35% satisfied with the project. Problems encountered included: (1) sustaining corporate commitment; (2) scheduling; (3) lack of test instruments; and (4) underestimation of resource needs. Positive outcomes included an enduring relationship with employers and the development of interactive videodisc technology. An external evaluation found that students received too little interactive video instruction for conclusions about its effectiveness to be made. (The document includes project documents such as news releases, sample participant intake forms, a consultant report, and an external evaluation.) (CML)

ED322341

FINAL REPORT

Working Smart: The Los Angeles Workplace Literacy Project

GRANT #V198A80211

Submitted by:

The Los Angeles Unified School District
Division of Adult and Occupational Education
1320 West Third Street, Room 233
Los Angeles, CA 90017

Pearl C. Baker, Project Director

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LOS ANGELES UNIFIED SCHOOL DISTRICT

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June 29, 1990

Catherine DeLuca, Chief, Section D
Service and Capacity Building Branch
Grants Division, Grants and Contracts Service
Room 3624, ROB #3
400 Maryland Avenue, SW
Washington, D.C. 20202-4838

Dear Ms. DeLuca:

Enclosed is the final performance report for Working Smart: The Los Angeles Workplace Literacy Project.

This report contains all information requested of adult education projects funded under the National Workplace Literacy Program.

This includes:

1. Final Performance Report
2. Financial Status Report
3. Final External Evaluation Report
4. Working Smart Teacher's Manual and Student Handbook
5. Working Smart Interactive Video Disc Courseware

Sincerely,

Pearl C. Baker
Project Director

Enclosures

c: Sarah Newcomb

MAILING ADDRESS: BOX 3307, LOS ANGELES, CA 90051

CONTENTS

COVER LETTER

ABSTRACT 1

OBJECTIVES

Objective 1 2

- Background
- Actions
- Key Accomplishments
- Summary

Objective 2 6

- Actions
- Key Accomplishments
- Summary

Objective 3 7

- Action
- Key Accomplishments
- Summary

Objective 4 9

- Action
- Key Accomplishments
- Summary

CHALLENGES 13

FINANCIAL STATUS REPORT 14

EVALUATION 15

RECOMMENDATIONS 16

DISSEMINATION 17

APPENDIX

Appendix A: Letters of Support

Appendix B: Advisory Committee

Appendix C: Publications

Appendix D: Project Forms

- Critical Path (Timeline)
- Fact Sheet
- Flyer (Student Recruitment)
- Student Registration Forms
- Intake/Interview Card
- Literacy Audit
- Task Analysis Worksheet
- Certificate of Accomplishment
- Employer Interview
- Teacher/Counselor Survey
- Student Interview Guide
- Student Questionnaire

Appendix E: Profile of Workplace Literacy Participants

ADDENDUM

Report by Project Partner
Dr. Arnold Packer
Interactive Training Inc.

Report by External Evaluation Consultant
Ralph Melaragno, Ph.D.

Abstract

FINAL REPORT

WORKING SMART: THE LOS ANGELES WORKPLACE LITERACY PROJECT

in partnership with

Educational Data Systems, Inc.
Hudson Institute
Domino's Pizza Distribution Corp.
Interactive Training, Inc.

October 1988 to March 1990

Abstract

In October 1988, the U.S. Department of Education awarded $428,528 to the Los Angeles Unified School District to operate one of the first workplace literacy projects in Southern California. Called "Working Smart: The Los Angeles Workplace Literacy Project," the program targeted the problems of illiteracy in the workplace, specifically in the hotel and food services industries.

In its proposal to combat adult illiteracy in the workplace, the school district featured key partnerships with the business and public service community: the food distribution unit of Domino's Pizza, Inc., Hudson Institute, an Indianapolis-based economics think tank; Educational Data Systems, Inc., a Michigan-based corporate training firm; and, Interactive Training, Inc., a Washington D.C.-based computer-based training firm.

During the project's 18-month period, Marriott Corp., Hyatt Hotel, Host International and Collins Foods International, Inc. also became important contributors to the implementation of the project.

These partnerships enabled Working Smart to develop a literacy program that focused on customer service occupations at local hotels and food services organizations. They also helped tailor for workers and job seekers an instructional program that sought to compare the effectiveness of traditional classroom teaching methods with computer-aided approaches.

Working Smart ended its federal funding on March 31, 1990 after having served nearly 600 participants.

The project, however, continues to serve a number of businesses in the Los Angeles area, using the curriculum developed in the project.

* * * * *

The following is a final report on the results of the Working Smart Project and is prepared by the Division of Adult and Occupational Education, Los Angeles Unified School District.

Objectives

THE WORKING SMART PROJECT

To organize a final report on the success or nonsuccess of the school district's workplace literacy partnership project, we decided to focus first on five major project objectives and determine their degree of success.

* * *

Objective 1

Establish a model partnership between education and the private and non-profit sectors that addresses the problem of functional illiteracy at the workplaces of the hotel and food services industry.

Background

The partnership concept, which linked education to the private and non-profit sectors, was explicit in the Education Department's request for proposals under the Workplace Literacy Partnership Program. To meet this requirement the Los Angeles Unified School District's Division of Adult and Occupational Education prepared a Memorandum of Understanding (MOU) between the District; Educational Data Systems, Inc. (EDSI); Domino's Pizza Distribution Corp.; and, the Hudson Institute. The MOU identified each project partner and its role and scope of activities. For review, here are the major items, which were discussed in the original MOU:

1. The LAUSD's Division of Adult and Occupational Education (DAOE) operates the largest adult education program in the United States. Its academic and vocational programs enroll more than 400,000 students each year in the Los Angeles area. DAOE agreed to provide the following services for Working Smart:

    * Working relationships with local Los Angeles businesses and chambers of commerce.

    * Reading, writing, English as a second language (ESL) and math specialists for development of functional literacy curricula.

    * A program pool of adult learners who attend DAOE's classes.

    * Classrooms, computer equipment and other school-related supplies and materials.

    * State-certified teachers for the workplace literacy classes.

    * Support services for Working Smart participants (e.g. career counseling, transportation, referral to child care agencies, remedial courses, etc.).

    * Management of the Working Smart project.

2. EDSI, a Michigan-based information management consulting firm, specializes in managing information and customizing it for specific purposes, using advanced technology. EDSI has designed curriculum and provided training in basic employability skills (including literacy skills) for dislocated workers, community services groups, the Michigan Youth Corps, and the U.S. Department of Labor's National Demonstration Project for Dislocated Workers. EDSI agreed to provide the following services:

   * An occupational and task analysis of customer service positions at Domino's Pizza and two more local food services and hotel operations.

   * A literacy audit of the reading, writing, speaking, listening, reasoning and problem-solving skills associated with each occupational task.

   * Development of curriculum for a customer service-literacy skills course with LAUSD, including articulation of specific performance objectives.

   * Design, writing, illustration and production of a hard copy manual to accompany the customer service-literacy skills course.

   * Architecture of software design from Domino's dough certification-literacy interactive videodisc courseware.

   * Coordination of education, technology, management and communication tasks associated with the project.

   * Training of LAUSD staff to conduct literacy audits.

Domino's Pizza Distribution Corp. (DPD)

DPD is an independent subsidiary of Domino's Pizza Inc. and specializes in providing quality services and products to Domino's Pizza stores and franchises nationwide. The Domino's Pizza unit agreed that its role would include:

   * Field testing of the completed program, both in hard copy and in IVD form.

   * Provision of Domino's Pizza personnel to participate in the occupational-task analysis and literacy audit.

   * Collaboration on the design of the project's curriculum.

   * Advice on functional literacy in the workplace, specifically for customer service positions.

   * Training of Domino's Pizza trainers to facilitate the program in-house.

   * Support for and cooperation in establishing future business-education partnerships in the area of workplace literacy.

Hudson Institute

Based in Indianapolis, Indiana, the Hudson Institute is a non-profit economics and national security research organization. For example, the Institute produced in 1987 Workforce 2000, Work and Workers for the 21st Century. Its initial role in the proposal included:

* Architecture of software design for Skillpac, a workplace-based ESL course that improves problem-solving skills via interactive videodisc courseware.

* Assistance with the development of the project's customer service literacy curriculum.

* Dissemination and promotion of the project's findings and products.

N.B. Hudson Institute performed the following services until March, 1989, when the agreement for services was amended to substitute Interactive Training Inc. in place of the Hudson Institute as one of the collaborators for implementing the project.

Actions

To launch the Working Smart partnerships, DACE set up a working team, headed by project director, Pearl Baker. Its purpose was twofold: to direct the activities of the two subcontractors, EDSI and Interactive Training; and, to broaden the base of private sector involvement beyond the initial contributions from Domino's Pizza.

The project director tied timelines together with benchmarks, which indicated whether a task had been completed by any one of the partners. The project director also scheduled planning meetings with the partners throughout the program's 18-month period. These meetings were aimed at resolving contract matters, budget items, performance requirements, feedback information, curriculum design, staff development, literacy instruction and the flow of work.

The working team also concerned itself with the quality of the interrelationships between the project's partners. It dealt with the process of making the partners work as one organization, i.e. L.A.'s Working Smart. In that respect, the project director and her team gained an increased ability to know what creates a good system for effective business-education partnerships.

Key Accomplishments

The most conspicuous accomplishments under the partnership objective were the number of new business and industry relationships formed to give Working Smart participants more opportunities to improve their literacy skills. The following is a list of these key contacts and some of their contributions:

- Atlantic Richfield Corp. (ARCO) donated $4,200 worth of student binders with project logo design.

- Apple Computer, Inc. lent technical assistance and computer hardware and software for the development of the project's interactive videodisc courseware.

- Hyatt Hotels and Host International provided key personnel, facility and materials for a literacy task analysis.

- Marriott Corp. and Collins Foods International, Inc. replaced Domino's Pizza Distribution, Inc. as the primary business organizations that offered sites, workers and management staff to implement the Working Smart literacy program.

There were also a number of other important organizations that supported the Working Smart project through membership on the project's advisory committee and through advocacy of local workplace literacy needs and solutions. These organizations were the following:

- Los Angeles Area Chamber of Commerce
- Los Angeles Times Reading Lab
- California Restaurant Association
- Personnel Industrial Relations Association
- City of Los Angeles Private Industry Council
- Hotel & Restaurant Employees Union (Local 11) AFL-CIO
- Los Angeles Daily News
- LAUSD administrators and teachers organizations

Summary

There is no question of the value of partnerships between business and education in the delivery of literacy instruction to workers and job seekers. The Working Smart partners pioneered the integration of occupational task analyses with literacy instruction in the hotel and food services industries in the Los Angeles area. Indeed in the application and learning of workplace literacy instruction, the school district is now able to create new partnerships with industries that are facing literacy problems among their workers. One important example is the request to the Working Smart staff from Kaiser Foundation Health Plan, Inc. to help design a literacy training program for its entry-level workers.

However, it should be noted that there were communication problems with the key industry partner, Domino's Pizza Distribution Corp. Either because of corporate restructuring or of the distance between Los Angeles and Ann Arbor, Michigan, the dependability of Domino's Pizza in terms of the Working Smart mission became increasingly disappointing. Which is why Marriott and Collins Foods played a "higher" role in the project's operations.

Working Smart, therefore, made the partnership concept work in spite of the common misunderstandings that occur between distinct organizations, which join together to solve a serious problem.

Objective 2

To establish a workplace literacy program that focuses on customer service occupations within the hotel and food services industries in Los Angeles.

Actions

Such an objective first required the Working Smart staff to identify companies, which expressed a desire to participate in the project. These companies were Marriott Corp., Collins Foods International, Inc., Host International, Hyatt Hotels and, at the start of the project, Domino's Pizza. The next step meant setting up a documentation procedure that tracked the results of a needs assessment and literacy task analysis for customer service occupations.

In every case the Working Smart staff interviewed each company's managers, supervisors and employees toured the company's site; observed the most capable employees in the performance of their jobs; and, collected, analyzed and reviewed employee handbooks and printed materials such as job applications, job descriptions and employer tests.

Following the completion of the literacy task analysis, the Working Smart staff designed and developed a specialized curriculum, which merged literacy instruction with job requirements of the customer service job classification. A teacher's manual and student workbook were produced to include nine performance modules, 27 communication modules and 13 computational modules. Each module contained both pre- and post-tests that incorporated problem-solving skills, critical thinking strategies, work attitudes and safety skills.

Relative to the delivery of the workplace curriculum were the recruitment of project participants by means of a company's communication channels and through referrals from community adult schools; the retention of workers throughout the instructional program by means of paid release time, cash bonuses, formal recognition and promotion opportunities; and a tailorized assessment system which paid close attention to a worker's employment and educational history.

A final, but essential element, in the delivery of literacy instruction was the selection of state-certified teachers who were competent in handling a remarkably diverse student body. Workers in the Working Smart classrooms were functioning, for the most part, at a number of cognitive levels; therefore, they needed a teacher who was adept at a deploying teaching styles that encompassed modeling, tutoring, guided practice, role playing and coaching.

Key Accomplishments

As a result of these actions, the Working Smart staff set up and operated literacy classes at four worksites, five community adult schools, one skills center and several adult basic education centers in the Los Angeles area.

These classes, which were scheduled to meet both employer and participant needs, reached more than 500 adult learners.

Summary

What largely determined the success of this objective was the active involvement of company managers who remained involved with the literacy program from start to finish. They focused on the need for better literacy skills among their workers and the quality of instruction. Marriott and Collins Foods demonstrated the most significant commitment to the mission of the Working Smart project. These companies looked at the project as an important resource for their company's morale, productivity and as a part of their effort to reduce illiteracy in our country.

OBJECTIVE 3

To develop and implement interactive videodisc (IVD) courseware to improve the efficiency of and access to workplace literacy skills training.

Actions

It should be noted that the Working Smart staff collaborated with EDSI throughout the development of the IVD courseware. Insofar as it was EDSI's primary responsibility to perform most tasks related to the IVD production, the collaboration required the project staff, who were led by a computer expert, Dr. Douglas Williams, to organize school district resources to implement the videodisc courseware for adult learners.

The process involved several skills, many of which were highly technical in the use of computer hardware and software. Equally important was Working Smart's management of a process which comprised the following steps:

- literacy audit
- obtaining Apple Macintosh computers, Pioneer laserdisc players
- obtaining Domino's Pizza IVD courseware and Skillpac courseware from ITI for use as models
- design and development of storyboards
- video taping and photographing
- development of graphic screens
- taping and editing of the narration
- merging video, photos and narration

- production of the videodisc
- use of LAUSD's KLSC-TV production facilities
- programming video segments into the computer software
- development of IVD student workbook
- alfa testing of IVD courseware for adult learners

Key Accomplishments

A decision was made to first provide a sample version of the IVD system of instruction to participants at the Metropolitan Skills Centers, one of the school district's largest employment preparation centers in downtown Los Angeles. Since the system had not been fully developed by the end of the grant period, field testing resulted in only preliminary results that indicated students enjoyed the novelty and ease of computer-based instruction.

Apart from the effort to set up a fully-operational IVD instruction program, the Working Smart staff became more knowledgeable in the skills needed to create an accessible and workable instructional program. It was clearly understood that the curriculum corresponds to the building of functional literacy skills in the workplaces of the hotel and food services companies. It was also determined that IVD instruction served as a key supplement to regular teaching practices; however, its cost and potential for becoming out-of-date, because of rapidly changing employer requirements, called for closer linking of literacy lessons to a variety of interchangeable work settings.

Summary

The tough question with respect to whether IVD instruction has certain advantages over traditional teaching approaches was not answered satisfactorily by the Working Smart Project. Additionally, there were two elementary matters that prevented the project from meeting the deadline for the IVD instruction:

- EDSI's distance from Los Angeles contributed to production delays and miscommunications; and,
- LAUSD's procedures for using the services of its television production facilities and professional experts, which added costs and personnel changes.

Yet the lessons learned in developing and producing an IVD instructional program will continue to be valuable for the school district's teachers, who plan to bring the fully-operational system into the classroom by September, 1990.

OBJECTIVE 4

To improve the workplace literacy skills of at least 550 workers and job seekers within the hotel and food services industries.

Actions

For a discussion about this project objective, it is feasible to focus attention on the nature of the instructional program.

Accordingly, the Working Smart staff shaped its program to match the learning resources of the 550 or more workers or job seekers to the literacy demands of customer service positions at Marriott, Collins Foods, Hyatt Hotels and Host International.

Using the results of literacy audits to design a curriculum that was geared to challenge the participant's reading, math and speaking abilities, the staff undertook the following tasks:

- Formal and informal assessments of workers before scheduling classes (e.g. CASAS, TABE test instruments)
- Arrangement of convenient class schedules for workers at various worksites and at community adult schools (4 to 10 hours per week for 5 to 12 week sessions)
- Defining success for students according to their individual aspirations toward higher basic literacy skills and their teacher's own goals
- Employment of a number of teaching strategies (modeling, guided practice, application activities and transfer of skills)
- Use of materials and lesson plans that were specific to the customer service situations within the project's targeted industries
- Focused surveys, mainly anecdotal, on the effectiveness of instruction for the project's participants

Important, too, for the effectiveness of the instructional program was the selection of a lead teacher who was task-focused and personable with managers and workers. Pat Williams of the Working Smart staff took the responsibility of ensuring that both teachers and students understood the relevancy and necessity of mastering workplace literacy skills.

Key Accomplishments

The Working Smart staff designed a workplace literacy curriculum that affected a diverse group of workers within the hotel and food services industries. It incorporated basic literacy goals with employer demands; it was teachable and flexible enough to aim participants toward better performance on the job.

Here are some examples of what students believed the program accomplished for them:

Student #1

- 4½ years with Residence Inn
- promoted to housekeeping inspectress
- applied for job at another Residence Inn as head of housekeeping department
- didn't know how to present self in an interview
- used personal tips received during participation in workplace literacy program
- received a major job promotion

Student #2

- 6 months on job - Torrance Marriott
- engineer in own country
- eager and excited to learn all new words
- wanted to be able to respond to hotel guest and follow workers
- felt he and Marriott benefited from his continuous education

Student #3

- 4½ years - Residence Inn
- laundry helper
- 29 years in the country
- never attended ESL classes
- understands English - can follow directions
- great difficulty in writing and speaking clear concise English
- since participating in workplace literacy, she is now able to take phone messages and feels good about it.

Student #4

- 4½ years at Torrance Marriott
- senior housekeeper
- husband indicated she has more self confidence after attending workplace literacy classes
- answers home phone now without apprehension and converses with caller comfortably

Student #5

- Torrance Marriott
- 18 years old
- food service worker
- works graveyard shift in hotel-cafeteria
- comes to class before going to work
- he is able to better communicate with people he serves

Student #6

- 1 year - Residence Inn
- housekeeper
- mother of 3
- is better able to complete job related forms such as supply requests, time cards, and invoices

Student #7

- Torrance Marriott
- kitchen storeroom attendant
- college graduate from own country
- attends local community college
- also attends workplace literacy classes
- brought wife to class because she was studying all of his work
- studies workplace literacy because he wants to advance in the Marriott Corp.

Student #8

- Torrance Marriott
- economist from Peru
- works as kitchen helper
- completes work 2 hours before workplace literacy class begins; waits in general area for class
- works another job on days off
- began as dishwasher, has received one promotion since enrolling in workplace literacy class

Student #9

- 4½ years - Residence Inn
- promoted from housekeeper to inspectress
- forms she doesn't understand on her jobs - brought them to class to get help on
- indicated she has more self-confidence since beginning classes
- able to relate to co-workers, supervisor and her children better

Student #10

- Residence Inn
- promoted from housekeeper to inspectress while attending workplace literacy

Student #11

- Torrance Marriott
- houseman
- 24 years old
- participated in workplace literacy long enough to improve skills and apply for a second job in catering at a different hotel

Student #12

- 4½ years - Torrance Marriott
- senior housekeeper
- experienced in bookkeeping and accounting in her own country
- very shy
- during workplace literacy class improved her self-confidence
- received pay increase
- promoted to payroll clerk

Student #13

- 6 years at Collins Food Inc.
- worked as assistant manager - paid on lesser scale
- since completing workplace literacy - has received pay raise

Assistant Hotel Manager - Residence Inn

- indicated that their housekeeper and houseman are friendlier, eager to talk since enrolling in workplace literacy. Numerous guests had mentioned how helpful the workers had been.

Employees of Torrance Marriott had been invited on numerous occasions to have breakfast with their general manager. Before workplace literacy classes they had refused to participate for fear their lack of English would be an embarrassment.

Summary

The intent of the Working Smart staff was to create a literacy skills instructional program that was workplace-based and that made a real difference in a worker's ability to do his or her job. Based on preliminary findings, the project met this goal. Additionally, the creation of a work-related literacy program, although challenging to produce and to teach, becomes an empty exercise unless teachers understand that the individual student's criteria for success are sometimes beyond the measurements reflected in standardized tests.

Challenges

CHALLENGES

The Working Smart Project was a most ambitious and professionally pleasant undertaking. It was difficult, if not impossible, to anticipate and plan for each challenge.

The following is a listing of some of the major obstacles encountered in planning and implementing our workplace literacy project:

- Project time constraint - A logic segment of project time was spent on a public awareness campaign. Many businesses were unaware of workplace literacy and were inquiring about its implication for their needs.

- Recruitment of multi-talented staff mid-semester (project began 10/88, school year began 9/88)

- Aborted relationship with major project partner Domino's Pizza Distribution Corp.

- LAUSD's two-week teacher work stoppage - 5/89

- Encouraging business management to upgrade the importance of workplace literacy training to a level comparable with other company training programs

- Aborted relationship with project participant Host International - due to relocation of corporate office and emergency status

- Physical distance between project partners (California, Michigan, Virginia)

- Personnel changes - external evaluator
  - IVD programmer

Financial

Status Report

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.
Dept. of Education GCS Grants Division	V198A80211-88	0348-0039

3. Recipient Organization (Name and complete address, including ZIP code)

Los Angeles Unified School District
716 East 14th Street
Los Angeles, Calif. 90051

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	Basis: MOD
1-956001908-A1	KK	☒ Yes ☐ No	☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions) From (Month, Day, Year)	To (Month, Day, Year)	9. Period Covered by this Report From (Month, Day, Year)	To (Month, Day, Year)
10/1/88	3/31/90	10/1/88	3/31/90

10. Transactions:	I. Previously Reported	II. This Period	III. Cumulative
a. Total outlays			$ 559,593
b. Refunds, rebates, etc.			-
c. Program income used in accordance with the deduction alternative			-
d. Net outlays (*Line a. less the sum of lines b and c*)			559,593
Recipient's share of net outlays, consisting of: e. Third party (in-kind) contributions			-
f. Other Federal awards authorized to be used to match this award			-
g. Program income used in accordance with the matching or cost sharing alternative			-
h. All other recipient outlays not shown on lines e, f or g			175,533
i. Total recipient share of net outlays (*Sum of lines e, f, g and h*)			175,533
j. Federal share of net outlays (line d less line i)			384,060
k. Total unliquidated obligations			22,235
l. Recipient's share of unliquidated obligations			-
m. Federal share of unliquidated obligations			22,235
n. Total federal share (sum of lines j and m)			406,295
o. Total federal funds authorized for this funding period			428,528
p. Unobligated balance of federal funds (*Line o minus line n*)			22,233
Program income, consisting of: q. Disbursed program income shown on lines c and/or g above			-
r. Disbursed program income using the addition alternative			-
s. Undisbursed program income			-
t. Total program income realized (*Sum of lines q, r and s*)			-

11. Indirect Expense

a. Type of Rate (*Place "X" in appropriate box*) ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed

b. Rate	c. Base	d. Total Amount	e. Federal Share
4.6427%	$ 363,301	$16,867	$16,867

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Howard Kaplowitz, Head Accountant	(213) 742-7966
Signature of Authorized Certifying Official: Howard Kaplowitz	Date Report Submitted: 6/13/90

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Standard Form 269 (Rev. 4-88)
Prescribed by OMB Circulars A-102 and A-110

FINANCIAL STATUS REPORT

(Long Form)

Please type or print legibly. The following general instructions explain how to use the form itself. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. Usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award (e.g., how to calculate the Federal share, the permissible uses of program income, the value of in-kind contributions, etc.). You may also contact the Federal agency directly.

Item	Entry
1, 2 and 3.	Self-explanatory.
4.	Enter the employer identification number assigned by the U.S. Internal Revenue Service.
5	Space reserved for an account number or other identifying number assigned by the recipient.
6.	Check *yes* only if this is the last report for the period shown in item 8.
7.	Self-explanatory.
8.	Unless you have received other instructions from the awarding agency, enter the beginning and ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "grant period" for "funding period."
9.	Self-explanatory.
10.	The purpose of columns, I, II and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report *in the same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.
10a.	Enter total gross program outlays. Include disbursements of cash realized as program income if that income will also be shown on lines 10c or 10g. Do not include program income that will be shown on lines 10r or 10s. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances payments made to subrecipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase or decrease in the amounts owed by the recipient for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.
10b.	Enter any receipts related to outlays reported on the form that are being treated as a reduction of expenditure rather than income, and were not already netted out of the amount shown as outlays on line 10a.
10c.	Enter the amount of program income that was used in accordance with the deduction alternative.
Note:	Program income used in accordance with other alternatives is entered on lines q, r, and s. Recipients reporting on a cash basis should enter the amount of cash income received; on an accrual basis, enter the program income earned. Program income may or may not have been included in an application budget and/or a budget on the award document. If actual income is from a different source or is significantly different in amount, attach an explanation or use the remarks section.
10d, e, f, g, h, i and j.	Self-explanatory.
10k.	Enter the total amount of unliquidated obligations, including unliquidated obligations to subgrantees and contractors. Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an outlay has not yet been recorded. Do not include any amounts on line 10k that have been included on lines 10a and 10j. On the final report, line 10k must be zero.
10l.	Self-explanatory.
10m.	On the final report, line 10m must also be zero.
10n,	o, p, q, r, s and t. Self-explanatory.
11a.	Self-explanatory.
11b.	Enter the indirect cost rate in effect during the reporting period.
11c.	Enter the amount of the base against which the rate was applied.
11d.	Enter the total amount of indirect costs charged during the report period.
11e.	Enter the Federal share of the amount in 11d.
Note:	If more than one rate was in effect during the period shown in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

SF 269 Rev. 7-88 Back

BEST COPY AVAILABLE

Evaluation

EVALUATION

An effective workplace literacy program is one which is designed to meet the needs of the organization and the worker/learner by successfully translating learning into improved job performance, higher employee retention and promotion, and lower accident rates.

Recognizing this, Working Smart uses the following 3 components to measure its program success.

1. learner reaction
2. employer/organization reaction
3. customer/guest satisfaction

During the final quarter of the project of 92 students surveyed 65% indicated that they were very satisfied and 35% indicated satisfaction with the project. This response was characteristic of students throughout the grant period. Other indications of learner satisfaction were 2 hours of class attendance after working an 8 hour shift. Participants even attended class at the worksite on their scheduled days off.

Many participants continued to attend classes beyond their scheduled 5 to 10 week session while others were referred to alternate community adult education programs.

Marriott Corp. and Collins Foods International, Inc., the projects primary worksite employers, are staunch project supporters. Both recognize the impact that continued workplace literacy has in assisting their companies create and maintain a pool of competent and promotable workers.

(See appendix A)

In the last analysis, the Working Smart project has brought a "real world" element to literacy training within the Los Angeles School District. It continues to work closely with local businesses, including the project's partners, Marriott and Collins Foods, to provide literacy skills training for their workers. The materials and teaching strategies, which the project initiated and developed, also will continue to help improve the reading, writing and math skills of local workers. The project, therefore, opened up an alternative means to contribute to the learning success of adult students: a profitable reward by any measure.

Recommendations

RECOMMENDATIONS

1. Workplace literacy projects should document all activities from the program's inception to completion. This includes: dates, time, location, participants and actions. This will assist in both the formative and summative evaluation.

2. Workplace literacy projects should develop partnerships that are geographically close. Inaccessibility can cause program slippage.

3. Workplace literacy projects should allow start up time for an effective marketing program or public awareness campaign regarding the benefits of workplace literacy efforts.

4. Workplace literacy partnership projects should enable the public service sector and its work force to become more involved.

5. Workplace literacy projects should include position of assistant project director and project secretary.

6. Workplace literacy partnership projects should be able to set aside funds for staff development sessions for teachers, school principals, business managers and human resources personnel.

7. Workplace literacy partnership projects should provide incentives to improve the literacy skills of workers beyond a job-specific level of competency.

8. Programs should assume a multi-strategy/eclectic approach for maximum effectiveness.

Dissemination

DISSEMINATION ACTIVITIES

Dissemination will continue to be an integral part of the Working Smart Project.

In addition to the presentations, workshops, in-services and meetings listed below, we continue to respond to numerous telephone calls, office visits and classroom/worksite visitations.

1.	11-10-88	Press Release LAUSD Public Information Unit
2.	11-14-88	Presentation at L. A. Board of Education
3.	11-14-88	Hyatt Wilshire Anabell Salazar, Personnel
4.	11-21-88	Community Service Organization Puente Learning Center Sister Jennie Lechtenberg
5.	11-28-88	Host International Inc. Barbara Mitchell Director of Employee Relations
6.	12-6-88	Atlantic Richfield Corp. (ARCO) J. Carlton Norris Manager Community Affairs
7.	12-8-88	Hyatt Regency Hotel - 711 So. Hope Street Liz Woods Regional Recruiter
8.	12-9-88	Host International Inc. (LAX) Pirjo Williams Personnel Manager
9.	12-13-88	Compton Sizzler Restaurant J. T. Jones Owner
10.	12-15-88	Marriott Interdivisional Human Resources Managers' Meeting
11.	12-16-88	Watts Adult Education Center Adult Basic Education Coordinators' Meeting
12.	1-26-89	Principals' Organization Los Angeles Unified School District
13.	2-15-89	Emerson Center Los Angeles Unified School District

Dissemination Activities

14.	2-27-89	Harbor Occupational Center Los Angeles Unified School District
15.	2-28-89	Courtyard by Marriott Torrance, CA Julie Hayward, General Manager
16.	3-6-89	Employment Development Department Employment Service Office Luelia C. Weicks Employment Service Representative
17.	3-13-89	Torrance Marriott Holly Traver Human Resources Director
18.	3-15-89	Personnel Industrial Relations Association (PIRA)
19.	3-16-89	Courtyard by Marriott Los Angeles Airport
20.	3-22-89	Residence Inn
21.	3-29-89	Los Angeles Airport Marriott
22.	5-9-89	Ibis Hotel
23.	6-8-89	California Restaurant Association Bobbie Sloan Director of Education
24.	6-20-89	California Restaurant Association (South Bay/Los Angeles Chapter) Jerry Breitbart
25.	9-6-89	San Pedro Community Adult School Los Angeles Unified School District
26.	9-23-89	North Hollywood Adult Learning Center Los Angeles Unified School District
27.	9-26-89	Hotel and Restaurant Union Local #11 Victor Griega
28.	9-27-89	Metropolitan Skills Center Los Angeles Unified School District
29.	10-3-89	Kaiser Health Plan
30.	10-18-89	South Gate Adult Learning Center Los Angeles Unified School District

Dissemination Activities

31.	10-25-89	Menlo Adult Learning Center Los Angeles Unified School District
32.	10-31-89	Radisson Hotel
33.	11-1-89	Curriculum Council Los Angeles Unified School District
34.	11-27-89	San Pedro-Wilmington Skills Center Los Angeles Unified School District
35.	11-28-89	Collins Foods International, Inc. Mike Martin Director of Training
36.	2-20-90	Daily News Los Angeles Marcia Brocker
37.	4-27-90	California Council for Adult Education 1990 State CCAE Conference
38.	6-3-90	Learning Communications Inc. Toronto, Ontario Canada Rose Grotsky
39.	6-5-90	United Way Nancie Hines

40. The 50 State Directors of Adult Basic Education

41. Los Angeles Unified School District - Board of Education Members

42. Superintendent of Schools - Leonard Britton

43. Assistant Superintendent - James A. Figueroa

44. Principals - Division of Adult and Occupational Education

In addition to the above dissemination activities, plans will be made to disseminate copies of our final performance report, the evaluation and other materials to the following two national dissemination networks:

1. the Curriculum Coordination Center Network, and

2. the ERIC Clearinghouse on Adult, Career and Vocational Education

Appendix

Appendix A

Marriott.

Torrance Marriott

3635 Fashion Way
Torrance, CA. 90503-4897
(213) 316-3636

May 30, 1990

Ms. Pearl Baker
Project Director
ADULT & OCCUPATIONAL EDUCATION DIVISION
1320 West Third Street
Los Angeles, California 90017

Dear Ms. Baker:

My overall impression of the Working Smart Program is very positive. The materials the employees studied in class were applicable on the job. They gained an added confidence in their ability to speak, read and write English.

As you are aware, Marriott does not pay for the employee to attend class. The fact that they are motivated to attend on a regular basis is a credit to the instructors.

There are several ways we reward employees for attending the program. Quarterly we host a recognition dinner for the employees, their families and their managers. Several employees have been promoted. Most notably, a senior housekeeper, a participant in the Working Smart Program, was promoted to payroll administrator for the hotel. Two dishwashers, participants in the program, were promoted to the purchasing department.

We would welcome the opportunity to establish a long term arrangement with the Los Angeles Unified School District. Again, thank you for your support of this program. I look forward to talking with you soon.

Sincerely,

TORRANCE MARRIOTT HOTEL

Holly Traver

Holly Traver
Director of Human Resources

HT:va

Residence Inn by Marriott
Torrance 3701 Torrance Boulevard Torrance California 90503 (213) 543-4566

May 21, 1990

Mrs. Pearl C. Baker
Advisor, Workplace Literacy Program
Los Angeles Unified School District
1320 W. 3rd Street
Los Angeles, CA, 90017

Dear Pearl,

I think the attendance at your classes here at the Residence Inn by Marriott must confirm how much interest there is in the grant from the U.S. Dept of Education, to offer Workplace Literacy to the Marriott Corporation employees.

Teaching these volunteers to communicate between themselves and Hotel guests has enhanced their job opportunities inordinately. As we see it, several promotions have been a direct result of this class.

It would certainly be appreciated by our employees if this class were to continue and I am sure your would have many very happy attendees.

Sincerely,

S.M.Hess
Executive Assistant

Marriott.

Torrance Marriott

3635 Fashion Way
Torrance, CA. 90503-4897
(213) 316-3636

May 21, 1990

Ms. Pearl Baker
LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 W. 3rd Street
Room 233
Los Angeles, California 90017

Dear Ms. Baker:

I would like to thank you for helping my staff here at the Torrance Marriott, with the Working Smart Project.

Over the past year or so, it has been positive to see my staff begin to communicate with the hotel guests. They have been quiet and shy due to the lack of English speaking skills, in fear that if they said hello, more communication would be required for them.

Some of our regular guests, also, notice an improved change that the staff wants to acknowledge them upon entering and leaving. I feel as a manager of Housekeeping, this will help to give our guests more satisfaction.

Most of the original students are still attending the program and are continuing to show great interest in pursuing to further better themselves and their education. I feel this is because of the Working Smarter Project.

It has developed self confidence in them and they would not have pursued these classes themselves if you would not have first given them the chance and opportunity to do so.

Pearl, thank you again for bringing this program into our hotel, so we can be the Quality Hotel we are so known for.

Sincerely,

TORRANCE MARRIOTT HOTEL

Lynn Hall-Wilkman
Director of Services

COLLINS FOODS INTERNATIONAL, INC.

May 21, 1990

Ms. Pearl Baker
Work Place Literacy Program
1320 W. 3rd Street
Los Angeles, CA 90017

Dear Ms. Baker,

Thank you very much for conducting 12 weeks of Working Smart classes for some of our staff members. Although the number of people who completed the program was less than hoped for, I do feel that the program was successful in meeting its objectives.

When I first contacted you, I stated that we wished to develop some of our hourly employees for management positions. One of the things holding these hourly employees back was their reading comprehension, vocabulary and math skills. Because of the varied demands upon managers, these skills are critical to success.

As a result of the Working Smart program, several individuals have made significant strides and are moving towards management positions. Though none are yet ready to be promoted, their supervisors report increased self-confidence, improved communications skills in dealing with customers and increased respect from their peers. Several individuals, as a result of the program, have discovered that improving their skills is not as difficult as they initially thought. Now that your program has been concluded, they are pursuing their education through other local programs.

The program was successful. Unfortunately, because we are a multi-unit operation, spread out over much of L.A., the greatest difficulty was in getting people to class. Many had to take the bus or get a ride from a friend. If we could offer programs closer to where people worked, I'm sure the demand would increase.

KENTUCKY FRIED CHICKEN RETAIL STORES DIVISION
12655 West Jefferson Blvd., Los Angeles, California 90066 (213) 827-2300
MAIL ADDRESS: P.O. Box 92092, Los Angeles, California 90009
FAX (213) 822-5786

I certainly hope the program will continue to be made available. After a "period of rest" I'd like to take a look at how we might address the logistical problems. There is no doubt in my mind that we will have to provide some basic skills training in order to develop our staff and move people into management positions. Its in our best interest as well as those whom we employ.

Sincerely,

Michael E. Martin
Director of Training

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult & Occupational Education
1320 WEST THIRD STREET, LOS ANGELES, CALIFORNIA 90017
TELEPHONE: (213) 625-6642

LEONARD M. BRITTON
Superintendent of Schools
JAMES A. FIGUEROA
Assistant Superintendent
LUPE REYES
Administrator, School Operations
LORETTA WALKER
Administrator, School Operations
JOHN HUNGERFORD
Administrative Consultant

June 19, 1989

Pearl C. Baker, Project Director
Pat Williams, Instructor
Working Smart: The Los Angeles Workplace
Literacy Project
1320 West Third Street
Los Angeles, CA 90017

Dear Pearl and Pat,

The Working Smart culmination dinner at the Torrance Marriott on June 15, 1989, was a wonderful occasion, and I am most delighted that I shared this very important event with you and the graduates.

I felt energized after witnessing yet another group of students who have reached goals. It was easy indeed to sense the pride felt by the students and their family members. I said quietly to myself that this is what adult education is all about: students working to better themselves and people such as you available to assist in that effort.

You have done a superb job of taking a project of written ideas and turning those ideas in reality. We experienced reality last Thursday night. For this, and more, you can justly feel very proud of your endeavors!

Sincerely,

Aryola Taylor, Adviser
Adult Literacy/Adult Basic Education Program

c: Lonnie Farrell, Supervisor
Adult Literacy/Adult Basic Education Program

MAILING ADDRESS: BOX 3307, LOS ANGELES, CA 90051

LOS ANGELES UNIFIED SCHOOL DISTRICT

Manual Arts-Jefferson Community Adult School

4131 SOUTH VERMONTH AVENUE, LOS ANGELES, CALIFORNIA 90037

TELEPHONE: (213) 234-9177

LEONARD M. BRITTON
Superintendent of Schools

FRED J. RECKKER
Principal

December 1, 1989

Ms. Pearl Baker, Advisor
Workplace Literacy
LAUSD/DAOE
1320 W. Third Street, Room 845
Los Angeles, CA. 90017

Dear Pearl Baker:

The members of the Literacy Committee of the 1989-1990 Curriculum Council wish to thank you for meeting with us following the general session of the council on November 1, 1989. Your presentation on workplace literacy both informed and helped us focus our thoughts and goals, and the time spent afterwards in discussion and question-answering was very valuable to us. Thank you very much.

Sincerely,

Alma Gamez, Chairperson
Literacy Committee
Curriculum Council, 1989-1990

Bob Cochran
Co-chairperson

Educational Data Systems, Inc.

22720 Michigan Avenue Dearborn, Michigan 48124 (313) 277-2742

June 14, 1988

Mr. James Figueroa
Assistant Superintendent
Division of Adult and Occupational Education
Los Angeles Unified School District
450 North Grand
Los Angeles, California 90016

Dear Mr. Figueroa:

Our organization, Educational Data Systems, Inc. is very pleased to play a part in the joint project between Los Angeles Unified School District, Domino's Pizza Distribution Corp. and Hudson Institute.

We feel that we can meet some very unique needs in this project for three reasons. First, we have professional staff who have had previous experience in public education, including vocational/technical education and basic workplace skills training. Second, our staff are specialists in occupational task analysis and workplace literacy. And third, we have experience in all phases of interactive videodisc technology and development.

With the skills and experience we have named, we feel confident that we can act as a strong link between the Los Angeles Unified School District and Domino's Pizza Distribution Corp. in establishing a dynamic model of business/education partnerships.

Again, thank you for the opportunity to take part in this joint project. We concur that this project has high potential of national significance. Please feel confident that we have placed our highest priorities on assuring whatever resources necessary to guarantee success.

Sincerely,

W. Robert Schnieders, President
Educational Data Systems, Inc.

WRS/ly

HUDSON
I·N·S·T·I·T·U·T·E

1401 Ford Avenue • Suite 200 • Alexandria, Virginia 22302 • 703-824-2048

Washington Office

May 20, 1988

Holly Johnston
Specialist/Program
Planning & Development Unit
1320 West 3rd Street
Los Angeles, CA 90017

Dear Ms. Johnston,

The Hudson Institute and I would be please to work with the LA Unified School District on its technology-supported workplace literary project.

We believe we can contribute to the instructional design concept, the evaluation, and the dissemination of the results.

Sincerely yours,

Dr. Arnold Packer
Senior Research Fellow

Corporate Office: Herman Kahn Center • 5395 Emerson Way • P.O. Box 26-919 • Indianapolis, Indiana 46226 • 317-545-1000 • Telex 85547

European Office: 31 Rue Montoyer, BTE 2, 1040 Brussels • (02)511-7290 • Telex EBFB 26146

June 14, 1988

Mr. James Figueroa
Assistant Superintendent
Division of Adult and Occupational Education
Los Angeles Unified School District
450 North Grand
Los Angeles, California 90016

Dear Mr. Figueroa:

Domino's Pizza Distribution Corp. is pleased to be included in a partnership with the Los Angeles Unified School District, Educational Data Systems, Inc. and Hudson Institute. Together we hope to begin upgrading the literacy skills of American workers.

Exploring the relationship between occupational skills and literacy skills in the area of customer service is especially interesting to our company since our foundation is based on achieving customer satisfaction. We also see exciting possibilities for both education and industry in the precise identification of the kinds of listening, speaking, reading, writing and problem solving skills necessary to perform different jobs in any business.

On behalf of the Domino's Pizza organization, I am looking forward to working with you and your staff in "Working Smart."

Sincerely,

Denise Gorsline

Denise Gorsline
Director of Educational
Development

DG/ly

James Figueroa
Assistant Superintendent
Division of Adult and Occupational Education
Los Angeles Unified School District
1320 West 3rd Street
Los Angeles, CA 90017

Dear Mr. James Figueroa,

Apple Computer, Inc. has recently formed the Adult Education and Literacy group within the Apple Education Group. Our charter is to serve as the catalyst for delivering creative and effective Adult Literacy solutions.

Therefore, we are very pleased to contribute to the partnership of Domino Pizza and Los Angeles Unified School District and their effort to create literacy training for adults. We plan to assist the effort in the following ways.

Equipment
Donate equipment for development
- 1 Macintosh II computer systems
- 2 Macintosh SE computer systems
- 1 Laserwriter II
- 1 Imagewriter II

Developer Status
Assure that the project becomes an Apple Certified Developer
- Information on latest technical information and development tools
- Access to on-line technical support
- Additional equipment available at special discounts

Training
Subsidize up to 25 hours of Macintosh programming seminars

Design Examples
Share design examples of multimedia instructional courseware created by Apple as well as authoring courseware publishers

Sincerely,

Tina Ruppelt

Tina Ruppelt
Manager of Solutions Development
Adult Education and Literacy Marketing

CC: Holly Johnson

CALIFORNIA RESTAURANT ASSOCIATION

HEADQUARTERS OFFICE: 3435 WILSHIRE BOULEVARD • SUITE 2606 (EQUITABLE PLAZA) • LOS ANGELES, CA 90010
213-384-1200 • 800-252-0444 (IN CALIFORNIA) • FAX: 213-384-1623

June 9, 1989

Pearl Baker
Advisor
Work Place Literacy Program
Division of Adult and Occupational Education
Los Angeles Unified School District
1320 W. 3rd Street
Los Angeles, CA 90017

Dear Pearl:

It was a pleasure meeting you and Pat on June 8. I feel that what you are doing is a great educational service and the California Restaurant Association will do its best to support you.

Thank you for agreeing to speak at a meeting of our South Bay Chapter on:

TUESDAY, JUNE 20, 1989
3:00 P.M.

SHERATON AT REDONDO BEACH
300 North Harbor Drive (at Beryl)
Redondo Beach, CA 90277
(Street Map Enclosed)
(213) 318-8888

If you have any questions, please do not hesitate to call.

Sincerely,

Bobbi V. Sloan

Mrs. Bobbi V. Sloan
Director of Education

BVS:ar
Enclosure
cc: Bob Sparks, Senior Chapter Director

NORTHERN CALIFORNIA OFFICE: 1550 BRYANT STREET • SUITE 745 • SAN FRANCISCO, CA 94103 • 415-863-2877 • FAX: 415-558-7559
GOVERNMENT AFFAIRS OFFICE / CHAPTER RELATIONS OFFICE: 1600 K STREET • SUITE 100 • SACRAMENTO, CA 95814 • 916-447-5793 • FAX: 916-447-[illegible]

Los Angeles Area
Chamber of Commerce
[illegible] South Bixel Street
P.O. Box 3696 Terminal Annex
Los Angeles, California 90051-0696
213/629-0602

June 10, 1988

Mr. James Figueroa
Assistant Superintendent
Division of Adult and Occupational Education
Los Angeles Unified School District

Dear Mr. Figueroa:

The Los Angeles Area Chamber of Commerce recognizes that there is need for more workplace literacy programs in the local area. It is essential that we all work together to raise the level of literacy and basic skills of our young and adult job seekers. This is key to the continued economic growth of our area as well as the Nation.

The Chamber supports the effort of the Division of Adult and Occupational Education, Los Angeles Unified School District in its proposal to the Department of Education. This joint effort of business and education is one which will assist in solving the serious lack of literacy and basic skills evidenced by many of our youth and adults. We are especially interested in this proposal because of its linkage to the hospitality/food service industry which is one of the Chamber's current "target industries".

We recognize the need for partnerships in helping to build a more competitive Nation. We fully support this effort and will work with you in an advisory capacity to develop similar partnerships between the public and private sectors.

Sincerely,

Ray Remy
President

RR/pc

[illegible] Setting the Climate
for Business
1888-1988

Daily News
LOS ANGELES

September 20, 1989

Ms. Pearl Baker
Director
Working Smart Program
Los Angeles Unified School District
Adult Division
1320 West Third Street
Los Angeles, CA. 90017

Dear Ms. Baker:

Thank you for your support of the Daily News in Adult Education Program. Enclosed are special lesson plans, worksheets and guides that will enable Pat Williams to use the newspaper effectively in your Working Smart Program at the Residence Inn.

As you know, the newspapers and lessons are being made available to you, for free, through a special public/private partnership agreement between Los Angeles Unified School District and the Daily News.

Your weekly delivery will begin on Thursday, September 28th and continue throughout the school year (excluding holidays).

We have been instructed to deliver 30 copies of the Daily News to the front desk at 3701 W. Torrance Blvd., Torrance.

The newspapers will arrive in neat bundles between 1:00 p.m. and 4:00 p.m. Please share this information with Ms. Williams and the hotel manager.

Please call me at (818) 713-3175 if I may be of further assistance in regard to delivery or any other aspect of the program. I look forward to working with you in the weeks ahead.

Sincerely,

Karen M. Richards

Karen Magnuson Richards
Educational Services Manager

KMR:kb

Enclosure

Los Angeles Times

Times Mirror Square
Los Angeles, CA 90053
213 237-5000

June 13, 1988

Mr. Jim Figueroa
Assistant Superintendent
Adult Education Division
Los Angeles Unified School District
1320 W. 3rd Street
Los Angeles, CA 90017

Dear Jim:

This letter confirms our support and participation in the **"Working Smart: The Los Angeles Workplace Literacy Project."** I am looking forward to making the Los Angeles Times Reading Lab available as a resource for participants in this project.

As we have discussed, the Los Angeles Times Reading Lab will be a referral source for the project, providing basic adult reading and writing instruction through the use of an interactive laser viedo/personal computer program developed by the IBM Corporation. The Principle of the Alphabet Literacy System (PALS) provides instruction and enrichment in reading and writing while simultaneously providing touch typing instruction and an introduction to word processing and use of personal computers. The program has been designed for adolescents and adults that read below a sixth-grade level and can provide these greatly needed communications skills to the participants of Working Smart. I have included a brief description of the PALS course.

I think this laser-video courseware and the other resources in the Times Reading Lab will provide a valuable resource for Working Smart, which is aimed toward customer service areas of various industries. The lab will be available to Working Smart participants who are in need of remedial reading and writing skills, as well as provide an opportunity for them to gain practical experience on computers, develop personal resumes and practice completing job applications and other necessary forms needed for employment and survival. I am also enclosing a fact sheet about this Los Angeles Times literacy project.

I am excited about this endeavor in which the Los Angeles Times can work cooperatively with Los Angeles Unified School District in providing a much needed literacy program to our community. Thank you for the opportunity.

Sincerely,

Barbara Neder, Administrator
Los Angeles Times Reading Lab

A Times Mirror Newspaper

County of Los Angeles
Private Industry Council

3175 West Sixth Street/Los Angeles, California 90020-1798
(213) 738-4028

BOARD OF SUPERVISORS
PETER F. SCHABARUM
KENNETH HAHN
EDMUND D. EDELMAN
DEANE DANA
MICHAEL D. ANTONOVIC

June 17, 1988

Mr. James A. Figueroa, Assistant Superintendent
Division of Adult and Occupational Education
Los Angeles Unified School District
1320 West Third Street
Room 211
Los Angeles, CA 90017

Dear Mr. Figueroa:

The Los Angeles County Private Industry Council commends the Division of Adult and Occupational Education for taking the lead in building public and private partnerships to address the growing need for literacy in the workplace.

We support your project "Work Smart," submitted to the Department of Education, and are pleased to see that you have selected the food service industry, an industry that is rapidly changing and growing in our local economy.

So, we fully support the Division's efforts and will work with you in an advising and leadership capacity to encourage other private entities to adapt your "Work Smart" model.

Sincerely,

Daniel J. Flaming
Executive Director

Appendix B

Advisory Committee

Alton A. Arnold
Principal
Jordan-Locke Community Adult School

Barbara Becnel
Senior Research Analyst
Private Industry Council

Michael Blake
Commissionary Field Representative
Domino's Pizza

Lonnie D. Farrell, Supervisor
Adult Literacy/ABE Program
Los Angeles Unified School District

Ted Hirayama, Supervisor
Employment Preparation
Los Angeles Unified School District

Elaine James
Principal
Westchester-Washington Community Adult School

Alan Mendelsohn
Assistant Principal
Banning-Carson Community Adult School

Barbara A. Mitchell
Director of Employee Relations
Host International, Inc.

Barry Mostovoy
Administrative Consultant
Los Angeles Unified School District

J. Spence McIntyre
Principal
San Pedro Community Adult School

Barbara Neder
Administrator
Los Angeles Times Reading Lab

John O'Malley, Adviser
Program Planning and Development
Los Angeles Unified School District

Ray Remy
Principal
Los Angeles Area Chamber of Commerce

Joan Ririe
Principal
Belmont Community Adult School

Joe Richey
Executive Vice President
Industry Education Council of California

Robert Rumin
Director of Instruction
Division of Adult & Occupational Education
Los Angeles Unified School District

Tina Ruppelt
Solutions Manager
Apple Computer, Inc.

Aryola Taylor, Adviser
Adult Literacy/ABE Program
Los Angeles Unified School District

Douglas Williams, Adviser
Information Systems Specialist
Los Angeles Unified School District

Pirjo L. Williams
Personnel Manager
Host International, Inc.

Curtis Wong, Adviser
Information Systems Specialist
Los Angeles Unified School District

NEWS RELEASE

Los Angeles Unified School District
Public Information Unit
Eva S. Hain, Director
(213) 625-6766

88/89-123T
11-10-88

Contact: Shel Erlich

WORKPLACE LITERACY PROJECT WILL BE
IMPLEMENTED BY L.A. SCHOOL DISTRICT

Immediate Release

The Los Angeles City Board of Education this week (Nov. 7) accepted federal funds for a new project aimed at improving the literacy skills of hotel and restaurant workers in local businesses.

Los Angeles Unified School District officials say the project, called "Working Smart: The Los Angeles Workplace Literacy Project," will be the first of its kind in Southern California.

"This project is ideal because it combines schooling with the needs of the workplace environment," said board member Alan Gershman, who chairs the board's Career and Continuing Education Committee. "Our district will be setting a precedent with this project."

The school district's "first-rate partners" in the new program, Gershman said, will be the food distribution unit of Domino's Pizza, Inc; the Hudson Institute, an Indianapolis-based economics research organization; and Educational Data Systems, Inc., a Michigan-based corporate training firm which provides remedial education programs to workers.

The project is based on a U.S. Department of Education effort to combat the problems of illiteracy that hinder the development and promotability of a portion of the nation's work force.

Last June, the Los Angeles school district's Division of Adult and Occupational Education submitted a proposal to the Department of Education for funds to initiate a program specifically aimed at workers in hotel and restaurant

- more -

service occupations. The district was notified last month that a grant of $428,528 will be awarded for the 15-month project.

"We're very pleased that our proposal received one of the approximately 3 awards out of more than 340 applications," Gershman said, noting that "Working Smart" had been endorsed by Congressmen Matthew Martinez, Augustus Hawkins and Edward R. Roybal, as well as Apple Computer Inc., Los Angeles Area Chamber of Commerce, Industry Education Council of California and the Los Angeles Times. Federal funds available for the "illiteracy in the marketplace" grants totaled $9.5 million nationwide.

James Figueroa, assistant superintendent of the Division of Adult and Occupational Education, said, "This is a unique opportunity to improve the reading, writing and math skills of local workers to help them keep up with a the new demands of the workplace."

The project will use partnerships of business and education organization to provide literacy training that results in increased productivity, new or continued employment or career advancement for workers, Figueroa added.

Pearl Baker, project director, said the three organizations involved--Domino's Pizza, the Hudson Institute and Education Data Systems--"will help th district develop the literacy instruction for customer service."

Baker said the project will include both traditional classroom methods an computer-aided instruction programmed to the literacy needs of workers in specific occupations. The use of this technology will allow adult learners to work at individual computer consoles so they can learn at their own pace, according to Baker.

About 550 workers will have the opportunity to improve their literacy skills during the 15-month period of the grant. Classes begin in late January.

# # #

Editor's Note: For more information, call Pearl Baker at 213-625-6471 or John O'Malley at the Division of Adult and Occupational Education, 213-625-6850.

LOS ANGELES TIMES
11-27-88

■ Program for Illiterate Begins in January

Educators are shaping a program to teach job and communication skills to illiterate restaurant and hotel workers and the unemployed.

The program, "Working Smart: The Los Angeles Workplace Literacy Project," will be the first of its kind in Southern California, project director Pearl Baker said. Classes begin in late January for 550 people.

The project is spearheaded by the Los Angeles Unified School District, which accepted a $428,000 grant from the U.S. Department of Education to fund the 15-month program. Utilizing partnerships of businesses and educators, the project will teach illiterate people to read and write. Classes will be tailored for each company participating in the program by including instruction in job skills commonly used in that industry.

Studies have found that up to 1 million Los Angeles County adults are functionally illiterate, project officials said.

Workplace Literacy Project Implemented

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The district was notified last month that a grant of $428, 528 will be awarded for the 15-month project.

"We're very pleased that our proposal received one of the approximately 34 awards out of more than 340 applications," Gershman said, noting that "Working Smart" had been endorsed by Congressmen Mathew Martinex, Augustus Hawkins and Edward R. Roybal, as well as Apple Computer Inc., Los Angeles Area Chamber of Commerce, Industry Education Council of California and the Los Angeles Times. Federal funds available for the "illiteracy in the marketplace" grants totaled $9.5 million nationwide.

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Jr. December 8

so special is that it gives the Brotherhood Crusade an opportunity to hold up our finest role models as examples of what hard work, determination, and skill, can equate to in a system that often demands more from people of color," Brooks said.

"It also shows those thousands of people who count on our agencies, that there are Black people of tremendous achievement who are concerned enough to give of themselves for the benefit of many during this season of giving," Brooks concluded.

Direct benefactors of the event include a variety of health, education, and welfare agencies, offering free or low-cost services ranging from recreational alternatives to teens on the borderline, to hospice care for minority AIDS victims, to food, clothing, and shelter for the homeless.

For tax-deductible ticket information on the Brotherhood Crusade's "Pioneer Of Black Achievement Award" presentation to Berry Gordy, Jr., call (213) 231-2171.

John H. Bryan, Jr. (l.), chairman and chief executive officer of Sara Lee Corporation, greets fellow Mississippians (l. to r.) Noble Crigler of Dendee, Congressman Mike Espy and Dr. Aaron Henry of Clarksdale at the Living Legacy Awards Banquet in Washington, D.C. Henry was one the six recipients of the Living Legacy Award presented by the National Caucus and Center on Black Aged.

LAUSD Offers Literacy Project

The Los Angeles Unified School District's Division of Adult and Occupational Education is offering a first of its kind program. Working Smart: A Workplace Literacy Project.

Classes are for those who wish to enter or improve promotional and/or job opportunities in the hotel and restaurant industry.

This unique program offers job-specific training in the areas of communication, computation, attitudinal skills, critical thinking and problem solving. (213) 625-6471.

Pearlie Mae Foots prepares to leave for her second job while 3-year-old granddaughter Tyesna Sims takes a nap.

Caught in Job Squeeze

■ Workplace: In the 1990s, Southern California will offer fewer job choices for the growing number of unskilled and uneducated workers.

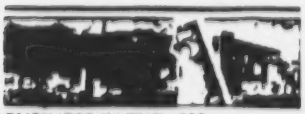
By JONATHAN PETERSON
TIMES STAFF WRITER

For three hours each morning, Pearlie Mae Foots helps make lunch in a junior high cafeteria. The work isn't exactly challenging—except those times when she's asked to write down the menu.

After a quick rest in her South Central Los Angeles home, it's on to her night job as a janitor. One concern: to keep from mixing the wrong cleaning chemicals, a tricky matter because she has trouble reading the labels.

"I can't do math," explained Foots, 40, a tiny, outgoing woman who completed grade school in Missouri. "But I just can't get the reading like I want to."

Her problem is not unique. Southern California long has profited from a labor force more skilled than that of most places. But a disturbing number of its workers now struggle by without the basic survival requirements of modern life: reading, writing, making change for a dollar.



BUSINESS IN THE 1990s
Southern California's Challenge
■ Second in a series

TONY BARNARD, Los Angeles Times

As the economy [illegible] the 1990s, their futures [illegible] than ever, their choices [illegible] disappearing.

Some call it the Blade Runner scenario, after a movie that presented a dark futuristic vision of Los Angeles. Will such frightening prophecies come to pass? Is the region splitting between a lucky elite and brooding masses of poor? Could its proud economy mix amid a nightmare of crumbling services and soaring crime?

The answers may depend on whether those at the economy's bottom are able to step up to the middle in the coming years.

Otherwise, the risk is for "almost a re-creation of a Third World society, with explosive potential, it seems to me," warns Allen J. Scott, a geography professor at UCLA, where some research has found Los Angeles increasingly divided between haves and have-nots.

Several trends, if ignored, could move Southern California in the wrong direction. High-paying union jobs in heavy industry—once a popular ticket to a better life for those without much education—are vanishing. Modern technology, meanwhile, is generating new middle-level and high-level jobs.

Please see JOB, D2

Haitian native Chrismann Dubuisson, above center, participates in a job training program at Pacific

Portia Lopez, left, advanced from maid to payroll administrator at the Marriott Hotel in Torrance with the help of

JOB

Continued from D2

stable and low-tech; today's cars may come equipped with 10 or more computer chips for engines, digital dashboards, transmissions and other functions.

"In the old days, you could make a car run pretty good with a screwdriver," said Ted D'Orazi, field service manager for Nissan Motor Corp. in Costa Mesa. "Today, the guy needs to be able to read electrical diagrams, to have some computer training."

Nor is changing technology the only force keeping decent jobs out of reach for those who want them. In today's competitive economy, firms increasingly seek workers who can take on added, service-related tasks.

For instance, "an assembly line worker may be expected to help in training programs; a retail apparel clerk may be expected to do wardrobe consulting in addition to ringing up a sale, and an engineer may be expected to assist in product marketing," a recent Bank of America study found.

Not that such expectations will be easily met. "It appears that the education and training of the labor force will be one of the main economic issues in California in the coming decade," economist Jeanette Garretty wrote in the bank report.

And that means teachers and employers may become increasingly familiar with each other in the coming decade. Already, Los Angeles public schools have begun to enter the workplace in a limited program that stresses the basic skills of work life: how to read forms, understand pay stubs and employee benefits, even how to interpret a bus schedule.

Teacher Pat Williams also provides pointers on proper workplace behavior, such as the importance of informing a supervisor when a worker decides to take a break. "A lot of people don't know," she explained.

The students are people like Portia Lopez, 38, a polite Filipino immigrant who applied for a job at the Marriott Hotel in Torrance after her marriage broke up in the early 1980s.

When Kaiser Permanente offered its employees a one-time session on how to balance a checkbook, about 100 people asked to attend.

With limited English skills, Lopez started out as a housekeeper, tidying 18 rooms every day. The work was demanding and the pay little better than minimum, at $4.35 an hour. But earlier this year, she completed the eight-week training program—and in months was promoted to a new job paying $7.80 an hour and with the perk of her own office.

"Here, I use my brain," Lopez said, pointing out the computer that helps her administer the payroll for 435 hotel workers. "I didn't use my brain in the jobs for a long time."

The third article in this series will appear on Sunday.

4.19 LAUSD AND LARP WORKSHOP APRIL 1, 1989

The Adult Literacy Program of DAOE and the Library Adult Reading Project of the Los Angeles Public Library system are combining resources to help eliminate illiteracy in this community.

A workshop will be held at Fairfax Community Adult School on Saturday, April 1st from 8:00 a.m. to 1:00 p.m. This workshop will assist teachers, aides, volunteers and tutors to improve their teaching and tutoring skills. Please encourage members of your staff and other interested individuals to attend this worthwhile presentation.

4.20 WORKING SMART/THE LOS ANGELES WORKPLACE LITERACY PROJECT

The Los Angeles Workplace Literacy Project which seeks to answer the problem of workplace literacy in the food service industry is in the implementation state.

This open entry/exit five-week training program prepares adults for entry-level positions and promotional opportunities in customer service occupations in local hotels and restaurants. Courses will include training in both job task and basic skills.

Classes are currently being held at Emerson Center, a branch of Westchester-Washington Community Adult School. The hours are from 1:00 - 5:00 p.m., Monday through Friday.

The industries that have been targeted indicate that their incumbent employees come from various sections of the city. We request your support in informing your students of this opportunity.

For additional information, please contact Pearl C. Baker at 625-6471.

future

ELEMENTARY SCHOOL SITE FOR JEFFERSON COMPLEX ...certifying the Environmental Impact Report, adopting a "Statement of Overriding Consideration" and approving the construction of New Elementary School No. 3 in the Jefferson complex. The recommended site, located at 47th Street and Broadway, would require the purchase of 29 private parcels and the relocation of residents of 64 dwelling units. (Action on this item was postponed until Nov. 14 to allow board members to obtain additional information about available options and alternatives.)

PROCEEDS FROM MEDICAL MAGNET TO FUND CAPITAL IMPROVEMENTS ...approving the use of $3.2 million in proceeds from the issuance of $43.8 million in Certificates of Participation for construction of Lincoln Medical Magnet High School toward selected capital improvement projects such as upgrading existing science classrooms, security grille installations, new and refurbished bleachers and classroom alterations for the Write to Read Program at selected schools.

REPAIR WORK AT RIVERSIDE DRIVE ...authorizing the preparation of plans and specifications for the structural strengthening and repair of the roofs of the Main and East buildings at Riverside Drive Elementary School. The job has been estimated at about $470,000, of which an amount not to exceed $300,000 would be considered as salaries for district maintenance staff to perform the work under a "declaration of emergency," which would permit the job to be completed by September 1989 instead of a longer period of time if the work were to be conducted by outside contractors.

"WORKING SMART" LITERACY PROJECT ...entering into an agreement with Domino's Pizza, Educational Data Systems, Inc. and the Hudson Institute to implement a federal grant of $428,528 for a training program titled "Working Smart: The Los Angeles Workplace Literacy Project." The project would teach basic skills (reading, writing, arithmetic, listening, speaking and problem-solving) to workers employed primarily in customer service occupations in hotels and restaurants.

CONSOLIDATED APPLICATION FOR CATEGORICAL FUNDING ...submitting Part II of the district's application for $195.5 million for 1988-89 Consolidated Categorical Aid Programs.

ENERGY PROJECTS AT SIX SCHOOLS ...implementing energy conservation projects at six schools (Belmont, Eagle Rock, Kennedy and Marshall high schools; Harbor Occupational Center; Middleton Street Elementary), using $192,889 in federal funds and district matching funds of $152,892 already provided in budget. Cost of projects is expected to be recovered as energy savings in less than one year.

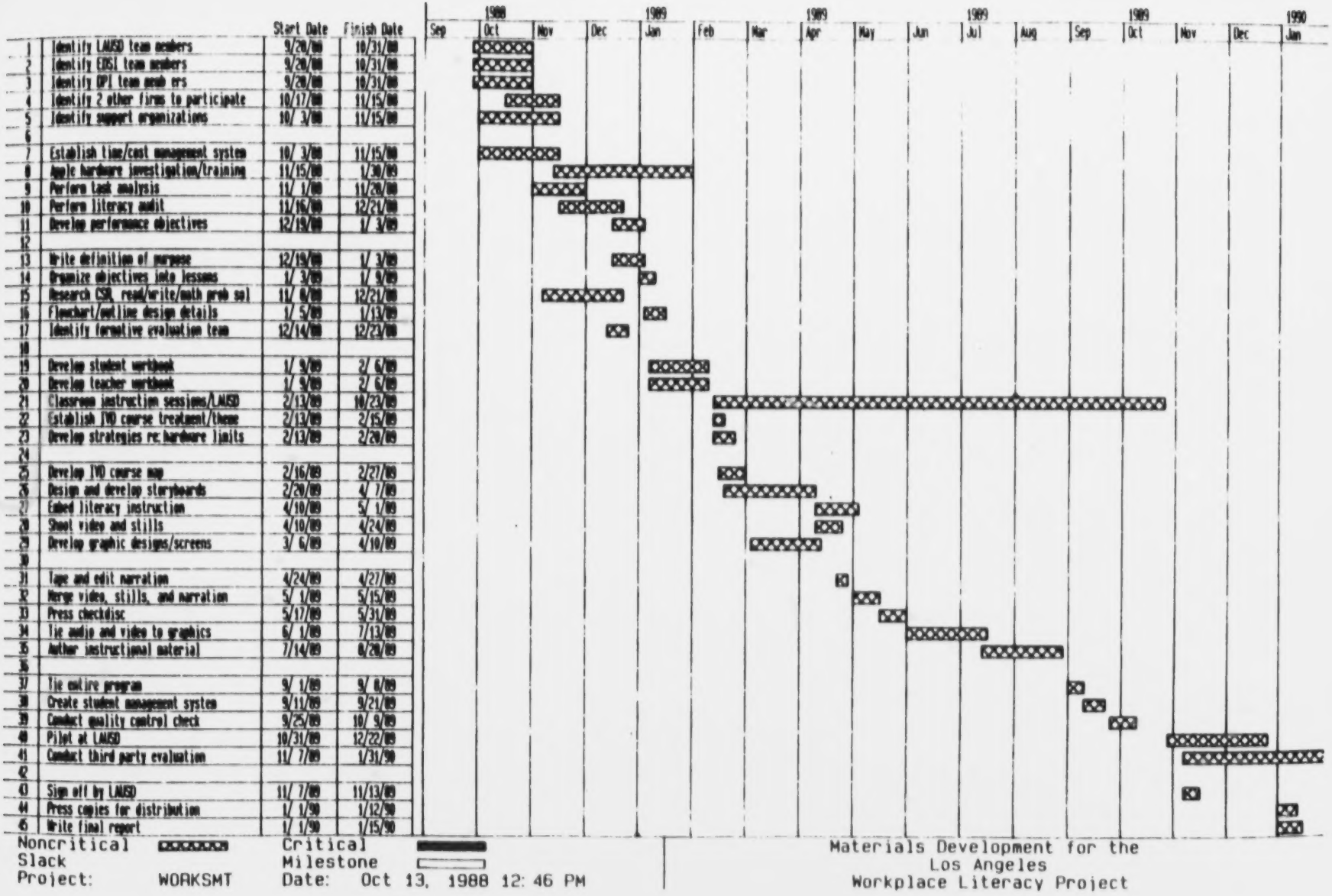
FUND-RAISING TELETHON FOR HIGH SCHOOL SPORTS ...accepting an offer by MJM Communications (owned by Mario Machado) to produce a six-hour fund-raising telethon on KSCI-TV (Channel 18) to aid the district's senior high school sports programs. A goal would be to raise at least $50,000 for the participating high schools.

NOTE: A Special Committee of the Whole meeting is scheduled for Thursday, Nov. 3, at 3 p.m., on the subject of "Improving Academic Performance of Low Achieving Students."

NOTE: A Special Committee of the Whole meeting is scheduled for Monday, Nov. 7, at 1 p.m., to continue a review of the "Goals of District Construction Program" and related decision questions.

Issued by the Office of Communications, Los Angeles Unified School District, Box 3307, Los Angeles, CA 90051 (213) 625-6766

[Action is anticipated on the above items November 7, 1988 unless otherwise noted.]



		Start Date	Finish Date
1	Identify LAUSD team members	9/20/88	10/31/88
2	Identify EDSI team members	9/20/88	10/31/88
3	Identify IPI team members	9/20/88	10/31/88
4	Identify 2 other firms to participate	10/17/88	11/15/88
5	Identify support organizations	10/ 3/88	11/15/88
6			
7	Establish time/cost management system	10/ 3/88	11/15/88
8	Apple hardware investigation/training	11/15/88	1/30/89
9	Perform task analysis	11/ 1/88	11/28/88
10	Perform literacy audit	11/16/88	12/21/88
11	Develop performance objectives	12/19/88	1/ 3/89
12			
13	Write definition of purpose	12/19/88	1/ 3/89
14	Organize objectives into lessons	1/ 3/89	1/ 9/89
15	Research CSR, read/write/math grab sol	11/ 8/88	12/21/88
16	Flowchart/outline design details	1/ 5/89	1/13/89
17	Identify formative evaluation team	12/14/88	12/23/88
18			
19	Develop student workbook	1/ 9/89	2/ 6/89
20	Develop teacher workbook	1/ 9/89	2/ 6/89
21	Classroom instruction sessions/LAUSD	2/13/89	10/23/89
22	Establish IVD course treatment/theme	2/13/89	2/15/89
23	Develop strategies re: hardware limits	2/13/89	2/20/89
24			
25	Develop IVD course map	2/16/89	2/27/89
26	Design and develop storyboards	2/20/89	4/ 7/89
27	Embed literacy instruction	4/10/89	5/ 1/89
28	Shoot video and stills	4/10/89	4/24/89
29	Develop graphic designs/screens	3/ 6/89	4/10/89
30			
31	Tape and edit narration	4/24/89	4/27/89
32	Merge video, stills, and narration	5/ 1/89	5/15/89
33	Press checkdisc	5/17/89	5/31/89
34	Tie audio and video to graphics	6/ 1/89	7/13/89
35	Author instructional material	7/14/89	8/28/89
36			
37	Tie entire program	9/ 1/89	9/ 8/89
38	Create student management system	9/11/89	9/21/89
39	Conduct quality control check	9/25/89	10/ 9/89
40	Pilot at LAUSD	10/31/89	12/22/89
41	Conduct third party evaluation	11/ 7/89	1/31/90
42			
43	Sign off by LAUSD	11/ 7/89	11/13/89
44	Press copies for distribution	1/ 1/90	1/12/90
45	Write final report	1/ 1/90	1/15/90

Noncritical
Slack
Project: WORKSMT

Critical
Milestone
Date: Oct 13, 1988 12:46 PM

Materials Development for the
Los Angeles
Workplace Literacy Project

DIVISION OF ADULT AND OCCUPATIONAL EDUCATION

WORKING SMART

The Los Angeles Unified School District Workplace Literacy Project

The Situation

The California Business Roundtable reported that 500,000 to 600,000 new jobs statewide will remain unfilled because of high adult illiteracy rates.

According to the Los Angeles Commission on Human Relations, between 500,000 and 1 million adults who live in the greater Los Angeles area are functionally illiterate.

Hotel and restaurant executives are experiencing difficulty locating workers for customer service occupations. These occupations now demand greater literacy skills to meet increasingly complex task demands and higher standards of customer service.

The Solution

The Los Angeles Unified School District's Division of Adult and Occupational Education received one of 37 nationally awarded grants which are specifically aimed at reducing illiteracy in the workplace.

The District has three "first rate" partners in this endeavor: the food distribution unit of Domino's Pizza, Inc.; The Hudson Institute, an economics research organization; and Educational Data Systems, Inc., a consulting firm which provides curriculum development, instructional design, and interactive videodisc development services.

The Result

Working Smart: The Los Angeles Workplace Literacy Project seeks to answer the problem of workplace literacy in customer service occupations by providing job-specific training in the areas of communication, computation, attitudinal skills, critical thinking and problem solving. The end result will be a model which may be "replicable" in other industries.

Approximately 550 workers / District students will have the opportunity to improve their literacy skills during the 15-month period of the grant. Division-prepared instructional courseware specific to the tasks encountered in customer service will be used. The program will also result in the production and testing of a state-of-the-art interactive videodisc version of the courseware.

Pearl C. Baker, Project Director • Los Angeles Unified School District • 1320 West 3rd Street • Room 233 • Los Angeles, CA 90017
(213)-625-6471

WORKING SMART

A PRE-EMPLOYMENT TRAINING PROGRAM

Los Angeles Unified School District has developed a FREE Four-Week training program in ***CUSTOMER SERVICE OCCUPATIONS*** with Domino's Pizza, Host International, and Marriott Hotels.

The program will prepare ***you*** with the required job skills to ***work*** in local restaurants and hotels.

Lessons will cover:

- Reading
- Arithmetic
- Speaking
- Writing
- Listening
- Problem solving

Support Services Available:

- Child care referrals
- Counseling, career and educational
- Transportation assistance

Class Information

Place:	*Directions:*	*Time:*
Emerson Adult Center, Room 8 8810 Emerson Avenue Los Angeles, 90045 (214) 641-4687	5 minutes from LAX 2 blocks South of Manchester Ave. 1 stop light West of Sepulveda Blvd.	June 19 - July 13 Monday - Thursday 1:00 - 3:00 p.m.

FOR ADDITIONAL INFORMATION CONTACT

Pearl Baker, 1320 West Third St., Rm. 233 (213) 625-6471

All educational opportunities are available without regard to race, color, national origin, sex, or handicap.

Los Angeles Unified School District • Division of Adult and Occupational Information

WORKING SMART

Student Registration Form

DATE: _____

NAME: _____
Last First Middle

ADDRESS: _____
Street City Zip

PHONE: _____ FEMALE: _____ MALE: _____

BIRTHPLACE: _____ BIRTHDATE: _____
Month Day Year

LANGUAGE: _____ _____ _____
English Spanish Other

EMPLOYMENT: _____ _____ _____
Full-time Part time None

REFERRED BY:
(check one)

Agency: _____
Newspaper: _____
Student: _____
Poster: _____
Mail: _____
Radio/T.V.: _____
Flyer: _____
School: _____

REFERRAL AGENCY: _____

AGENCY PHONE: _____ COUNSELOR: _____

LAST GRADE COMPLETED: _____

LAST SCHOOL ATTENDED: _____

HEALTH PROBLEMS (if any): _____

IN CASE OF EMERGENCY NOTIFY: _____
Name Phone Relationship

CHILD CARE NEEDED: _____
Yes / No

TRANSPORTATION: (check one)

Bus: _____
Walk: _____
Car: _____
Car Pool: _____

YOUR FUTURE PLANS
(please check)

Employment:
Job _____
Job Advancement _____
Job Change _____
School: _____
Training: _____

COMPLETE THE FOLLOWING SENTENCE:
I want to enroll in this program because . . . _____

_____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Occupational Education

WORKING SMART: THE LOS ANGELES UNIFIED SCHOOL DISTRICT WORKPLACE LITERACY PROJECT

_____
Location

Name _____
Last First Middle Initial

Address _____
Street City Zip

Phone _____ Female _____ Male _____

Birthplace _____

Length of time in U.S. _____

Birthdate _____
Month Day Year

Languages _____
English Spanish Other

EMPLOYMENT

Full time _____ Part time _____ None _____

Position _____ Hours/Shift _____

Length of time on job _____ Days off _____

Referred by _____
Agency Adult School Student Other

Agency _____

Agency Phone _____ Counselor _____

IN CASE OF EMERGENCY

_____
Name Phone No. Relationship

Health/Disabilities (if any) _____

_____

Transportation _____
Bus Walk Car Carpool

STUDENT RECORD

Date Entered _____

Entry Scores _____
Reading ESL Placement Math

Day Class _____ Evening Class _____

Left _____
Date Reason

Date Returned _____

Date Course Completed _____

Last Grade Completed (U.S.) _____

Last School Attended (U.S.) _____

Years Completed (foreign) _____

Country _____ Years of ESL _____

EDUCATIONAL GOAL

Reading Improvement _____ Math _____

ESL _____ U.S. Citizenship _____

8th Level Diploma _____ GED _____

High School Diploma _____ Other _____

FUTURE PLANS

Employment _____ Better Job _____

Trade School _____ College _____

1/89

WORKING SMART: THE LOS ANGELES WORKPLACE LITERACY PROJECT

Los Angeles Unified School District

PLACEMENT REFERRAL

1/89

FOLLOW-UP

WORKING SMART: THE LOS ANGELES WORKPLACE LITERACY PROJECT
Los Angeles Unified School District

INTAKE INFORMATION

INTERVIEW

	Weak	Fair	Good
1. Pleasant (L41)	1	2	3
2. Eye contact (L41)	1	2	3
3. General Appearance	1	2	3
4. Student asked appropriate questions (L43)	1	2	3
5. Spoke fluently (L39)	1	2	3
6. Pronounced words correctly (L40)	1	2	3

Comments: _____

_____

_____
Interviewer

1/89

WORKING SMART: THE LOS ANGELES WORKPLACE LITERACY PROJECT
Los Angeles Unified School District

INTAKE INFORMATION

NAME _____

DATE _____

APPLICATION

	Weak	Fair	Good
1. Application completely filled out (L3, L17)	1	2	3
2. Application accurately filled out (L35)	1	2	3
3. Student followed directions (L20, L46)	1	2	3
4. Student asked appropriate questions (L43)	1	2	3
5. Spelling (L9)	1	2	3
6. Legibility	1	2	3
7. Student arrived prepared with necessary information	yes / no		

1/89

LITERACY AUDIT
CUSTOMER SERVICE
FOODS

COMMUNICATION SKILLS	TASKS	Preparing the Work Area	Stock Supplies	Clean the Work Area	Serving the Customer	Greet the Customer	Take the Order	Process the Order	Complete the Order	Cashiering	Set up Cash Drawer	Ring up Sales	Check Out at End of Shift
1. Use plural words appropriately in writing and speaking						●	●	●	●			●	
2. Use appropriate contractions and shortened forms of words both in speaking and writing													
3. Use appropriate abbreviations of words			●				●						●
4. Use words appropriately which mean the same as other words but are spelled differently (synonyms)													
5. Use words correctly which sound the same as other words but that have different meanings and spellings (homonyms)													
6. Use words appropriately which are opposite of one another (antonyms)													
7. Use appropriate word choices in writing and speaking						●	●	●	●			●	●
8. Add appropriate beginnings (prefixes) and endings (suffixes) to words to change their meaning													
9. Use accurate spelling of words							●						●
10. Use appropriate technical terms and vocabulary			●				●	●			●	●	●
11. Use correct agreement of nouns, verbs, pronouns, adjectives, and adverbs						●	●	●	●			●	
12. Use correct person, gender, number, case and tense						●	●	●	●			●	
13. Read, understand, and find information or gather data from books, manuals, directories or other documents			●	●			●				●	●	●
14. Restate, paraphrase, and summarize written material to confirm one's own understanding of what was read													●
15. Draw conclusions from written material			●	●			●				●	●	●
16. Distinguish between fact and opinion													
17. Read and understand business forms and letters			●	●			●				●	●	●
18. Read and understand graphs, charts, and tables to obtain factual information			●	●			●				●	●	●
19. Understand and use table of contents, index, glossary, appendix, bibliography and footnotes in written material													
20. Read and follow directions given in written material			●	●			●	●	●	●		●	●	●
21. Understand word meaning in sentences through context													
22. Find the main idea and supporting details of a paragraph or an article													
23. Find the topic sentence of a paragraph													
24. Identify the sequence of events in written material													
25. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words													
26. Understand and use encyclopedias, atlases, magazines, newspapers, telephone books, thesauruses, dictionaries and card catalogs													
27. Recall details from written and verbal information			●	●			●	●	●	●		●	●	●
28. Predict outcomes based on written and verbal details							●							
29. Identify cause and effect relationships							●							
30. Draw inferences from written and verbal information							●							
31. Use skimming and scanning techniques to review written material														
32. Determine the point of view and purpose of an author														
33. Use appropriate punctuation and capitalization														
34. Use complete sentences														
35. Proofread for correctness of spelling, grammar, punctuation and capitalization							●							
36. Compose logical and understandable written outline, correspondence and reports														
37. Write logical and understandable statements and phrases to accurately fill out forms			●	●			●	●				●	●	
38. Compose reports and themes that are comprehensive in coverage of subject matter, organized and neat														
39. Speak fluently with individuals or groups							●	●	●	●			●	●
40. Pronounce words correctly							●	●	●	●			●	●
41. Speak effectively using appropriate behaviors such as eye contact, posture and gestures							●	●	●	●			●	
42. Restate or paraphrase a conversation to confirm one's own understanding of what was said								●						
43. Ask appropriate questions to clarify written or oral communications			●	●			●	●	●	●			●	●
44. Attend to nonverbal clues such as eye contact, posture, and gestures for meaning in conversations							●	●	●	●			●	●
45. Take accurate notes which summarize the material presented from spoken conversations								●						
46. Follow directions from verbal instructions			●	●			●	●	●	●			●	●

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LITERACY AUDIT
CUSTOMER SERVICE
FOODS

COMPUTATION SKILLS	TASKS	Preparing the Work Area	Stock Supplies	Clean the Work Area	Greeting the Customer	Assist the Customer	Take the Order	Process the Order	Complete the Order	Cashiering	Set up Cash Drawer	Ring up Sales	Check Out at End of Shift
1. Read and write whole numbers			●				●		●		●	●	●
2. Round multiple digit whole numbers													
3. Add whole numbers			●						●		●	●	●
4. Subtract whole numbers			●						●		●	●	●
5. Multiply whole numbers			●						●		●	●	●
6. Divide whole numbers													
7. Estimate products and quotients													
8. Read and write common fractions													
9. Compare fractions (arrange in order of size)													
10. Express fractions in lowest terms (measurement 6/16" = 1/8")													
11. Change mixed numbers to simplest form (8 16/16 = 7 1/8)													
12. Change fractions to equivalent fractions (1/2 = 8/8 = 8/16)													
13. Add fractions and mixed numbers													
14. Subtract fractions and mixed numbers													
15. Change mixed numbers to improper fractions (2 3/8 = 19/16)													
16. Multiply fractions and mixed numbers													
17. Divide fractions and mixed numbers (How many 3/4 inches are contained in 3 inches?)													
18. Read and write decimals							●	●				●	●
19. Compare decimals (arrange in order of size)													
20. Round decimals (instrument readings, money to nearest cent)													●
21. Add decimals								●			●	●	●
22. Subtract decimals								●			●	●	●
23. Multiply decimals								●			●	●	●
24. Divide decimals													
25. Change fractions to decimals													
26. Change decimals to fractions													
27. Express decimals in scientific notation													
28. Find average of set of data													
29. Find Mode and Median of set of data													
30. Read and write percents									●				
31. Change percent to decimals													
32. Change decimals to percents													
33. Change percents to fractions													
34. Change fractions to percents													
35. Compute a percent of a number													
36. Compute: Discounts, markup, tax, commission, interest									●				
37. Use ratio and proportion													
38. Measure to nearest 1/16 inch													
39. Use relationship between inches, feet, yards, miles													
40. Measure to nearest millimeter													
41. Use relationship between millimeter, centimeter, meter, kilometer													
42. Measure weight to nearest ounce													
43. Measure weight to nearest gram													
44. Measure angles to nearest degree													
45. Measure temperature to nearest Fahrenheit degree													
46. Measure temperature to nearest Celsius degree													
47. Convert from metric to English units													
48. Convert from English to metric units													
49. Measure or compute perimeter of squares, rectangles													
50. Measure or compute circumference of a circle													
51. Compute area of squares and rectangles													
52. Use relationship between square inches, square feet, and square yards													
53. Use relationship between mm2, cm 2, m 2													
54. Compute areas of triangles and trapezoids													
55. Compute areas of circular figures													
56. Compute volume of rectangular solids													
57. Use relationship between in 3, ft 3, yd 3													
58. Use relationship between mm3, cm3, m3													
59. Compute volume of cylindrical solids													
60. Compute mass from volume													
61. Construct and interpret line, bar, and picture graphs													
62. Use exponential notation ($2 \times 2 = 2^2$)													
63. Compute square root (charts, calculators)													
64. Evaluate algebraic expressions by substitution (Ohms Law, Gas Laws, etc.)													
65. Locate a set of points on 2 axis graph													
66. Locate a set of points on 3- axis graph													
67. Work with non decimal based number systems (Hexadecimal, Binomial)													
68. Use Trig. tables (or calculators with Trig. functions)													
69. Compute missing angles of triangles													
70. Compute missing sides of triangles													
71. Use calculator operations (+, -, &, =)									●			●	●	●
72. Use special features: Memory, square root, constant, %, +/-													
73. Estimate to determine if solutions are reasonable									●			●	●	●

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TSCI 0138 LY

TASK ANALYSIS WORKSHEET

Client:
Occupation:
Date:

DATE: _____ SHEET _____ OF _____

DUTY: _____

TASK: _____

CRITERIA: _____

_____

_____

PREPARERS

SUB-TASKS	PHYSICAL DEMANDS / WORKING CONDITIONS	TOOLS / EQUIPMENT	COMMUNICATION SKILLS	COMPUTATIONAL SKILLS	ATTITUDE / SAFETY SKILLS	PROBLEM-SOLVING

Working Smart

Certificate of Accomplishment

_____
has successfully completed training and
demonstrated proficiency in

Customer Service Occupations

_____	_____	_____
Project Director	Date	Instructor

_____
Assistant Superintendent

Los Angeles Unified School District • Division of Adult and Occupational Education

Project Funded by the United States Department of Education

EMPLOYER INTERVIEW

The Los Angeles Unified School District is evaluating its Working Smart program to determine the effectiveness of its job specific curriculum which was designed to improve job performance.

Your comments will be very useful and will assist us in strengthening the program.

Please be assured that your responses will be treated with confidence.

---

1. How was your company introduced to this program?

   _____

   _____

2. How many employees do you have who went through the Working Smart program?

   I have _____ employees who participated in the Working Smart program.

3. On the average, how long have these employees been working for you?

   An average of ____ weeks, months, years.

4. What type of positions do these employees have? Please list the types of position held by the Working Smart participants.

Position Title	Number of Program Participants
_____	_____
_____	_____
_____	_____
_____	_____

5. How well do you think Working Smart helped your employees to improve their job performance?

   _____ Very much. Working Smart made a big difference.
   _____ Somewhat. Working Smart helped them some.
   _____ Not much. Working Smart helped them a little.
   _____ Not at all. Working Smart made no difference.

EMPLOYER INTERVIEW -- PAGE 2

6. What do you feel is the major strength in the Working Smart program?

_____

_____

7. What do you feel is the major shortcoming in the Working Smart program?

_____

_____

8. What changes would you recommend for the future of Working Smart?

_____

_____

9. What do you think the Working Smart program contributed to the public-private partnership?

_____

_____

10. Any comments, ideas, or suggestions regarding Working Smart?

_____

_____

TEACHER/COUNSELOR SURVEY

The Los Angeles Unified School District needs your ideas/information about the Working Smart program. Please complete the form below and return it in the enclosed envelope.

Your response will be treated with complete confidentiality. Your name is not required, and any information you provide will never be used in a manner that identifies you.

---

1. How long were you associated with the Working Smart project?

   I worked with Working Smart for _____ weeks.

2. Approximately how many students did you assist in the Working Smart project?

   I assisted approximately _____ Working Smart students.

3. What do you feel are the major strengths of Working Smart?
   [List as many strengths as you care to. Please be specific, so we will be completely clear about your opinions.]

   _____

   _____

   _____

4. What do you feel are the major shortcomings of Working Smart?
   [Again, list as many shortcomings as you care to. Please be specific.]

   _____

   _____

   _____

5. Overall, how do you rate the success of Working Smart, in terms of students improving their ability to perform on the job? [Mark only one.]

   _____ Working Smart was an outstanding success
   _____ Working Smart was successful
   _____ Working Smart was unsuccessful
   _____ Working Smart was a genuine failure

6. Based upon your knowledge, to what extent did Working Smart help students improve their customer service skills? [Mark only one.]

_____ It made a major contribution to the improvement of customer service skills
_____ It made a contribution to customer service skills
_____ It had little impact on customer service skills
_____ It had no impact on customer service skills

7. To what extent did Working Smart contribute to the public-private partnership? [Mark only one.]

_____ It made a major contribution to the partnership
_____ It made a contribution to the partnership
_____ It had no impact on the partnership
_____ It had a negative impact on the partnership

8. Do you think a program like Working Smart should be continued? [Mark only one.]

_____ Definitely yes, continue it as is
_____ Yes, continue it but improve it
_____ No, such a program will not help adult students

9. If a program like Working Smart were to continue, what modifications would you recommend? [List as many improvements as you wish.]

_____

_____

_____

10. Any final comments or suggestions about Working Smart?

_____

_____

_____

STUDENT INTERVIEW GUIDE

This interview is to help Adult and Occupational Education improve its services to students.

I want to ask you about the "Working Smart" program you have been part of. Your answers will help us understand what changes we have to make to "Working Smart" so it can be even better for other students in the future.

Your answers will be kept confidential. No one will ever know your answers to these questions.

[Interviewer: Please complete the 3 items below based on personal observation of the student.]

Sex: ___Female ___Male Age: Approximately _____years old.
Ethnicity: __Black __Hispanic __Asian __White

---

1. Are you working now?
   ___Yes ___No [Skip to #5.]

2. Where do you work?
   _____

3. What is your job? What do you do?
   _____

4. How many hours a week do you work?

   _____ hours per week

5. How long have you had this job?

   _____ weeks

6. How satisfied are you with the English language instruction you received in the Working Smart program? [Read options to student. Make sure student understands options.]
   ___ Very satisfied
   ___ Satisfied
   ___ Unsatisfied
   ___ Very unsatisfied

7. What was the <u>best</u> part of the Working Smart program? [Ask student same question in other ways, if necessary. Do not give examples. Accept any response.]
   _____

8. What was the <u>worst</u> part of the Working Smart program? [Ask student same question in other ways, if necessary. Do not give examples. Accept any response.]
   _____

9. Did the Working Smart program help you find a job or get a promotion?

___ Yes ___No

[Ask student to give details on what the program did or did not do regarding finding a job or getting a promotion.]

Why? _____

10. Would you recommend the Working Smart program to other people who need to improve their English language skills? [Read options to student. Be sure student understands the options.]

___ Definitely yes, I would recommend the program.
___ Probably yes, I would recommend the program.
___ Probably no, I would not recommend the program.
___ Definitely no, I would not recommend the program.

11. If you could change the Working Smart program, what would you change? What do you think could improve the program? [Do not prompt student. Accept any response.]

_____

_____

12. Any comments, ideas, or suggestions you want to make about the Working Smart program? [Do not prompt student. Accept any response.]

STUDENT QUESTIONNAIRE

Please help us improve the Working Smart program. Answer the questions below as well as you can. We need your ideas to help us with Working Smart.

Your name is not needed. You will never be identified in anything that is written about the Working Smart program.

---

1. Some of your instruction was with the teacher, using the Handbook. How much did this instruction help you improve your English, math, and job skills? [Mark only one.]

____ Teacher instruction helped me a lot
____ Teacher instruction helped me some
____ Teacher instruction helped me only a little
____ Teacher instruction did not help me

2. How much did the video instruction help you improve your English, math, and job skills? [Mark only one.]

____ Video instruction helped me a lot
____ Video instruction helped me some
____ Video instruction helped me only a little
____ Video instruction did not help me

3. Which did you learn more from, the classroom instruction or the video instruction? [Mark only one.]

____ I learned more from classroom instruction
____ I learned more from video instruction
____ I learned about the same for each instruction

4. Did the Working Smart program help you with your job? [Mark only one.]

____ I do not have a job (Go to #6)
____ Working Smart helped me a lot on the job
____ Working Smart helped me some on the job
____ Working Smart helped me a little on the job
____ Working Smart did not help me on the job

5. Would you recommend Working Smart for other adult students?

____ I would recommend it for others
____ I would not recommend it for others

6. What did you <u>like</u> best about Working Smart?

7. What did you <u>dislike</u> the most about Working Smart?

8. What changes would you make to Working Smart, to make it a better program?

Appendix E

Los Angeles Unified School District
WORKPLACE LITERACY PROJECT

WORKING SMART

SUMMARY SHEET
January, 1989 through March 31, 1990

Participants Years of Education	American Indian or Alaskan Native	Asian or Pacific Islander	Black, not of Hispanic Origin	Hispanic	White, not of Hispanic Origin	Total Participants	*TABE		*WRAT		*ABLE		*CASAS		*ESL Placement Test
							*R	*M	*R	*M	*R	*M	Pre	Post	
A. Level I (0-8)		33	45	308	13	573	32	16	161	154	14	8	171	132	79
B. Level II (9-12)		16	5	126	27										

Ages	Number of Participants		Employed		Full-Time	Part-Time	
	Male	Female	Yes	No			
16 - 24	73	88	333	125	282	51	
25 - 44	91	238					
45 - 59	13	58					
60 - older	9	4					

*TABE - Test of Adult Basic Education
WRAT - Wide Range Achievement Test
ABLE - Adult Basic Learning Examination
CASAS - Comprehensive Adult Student Assessment System
ESL Placement Test - English as a Second Language
R - Reading
M - Math

4/90

Addendum

ADDENDUM

This section of the Working Smart final performance report includes two independent reports.

The first report was submitted by project partner, Dr. Arnold Packer of Interactive Training Inc. as part of the agreement for services.

The second, a final external evaluation report completed by Ralph Melaragno, Ph.D., Pepperdine University.

Report

Dr. Arnold Packer, Project Partner
Interactive Training Inc.

ITI

Interactive Training Incorporated

Producer of Skillpac™

FINAL REPORT

WORKING SMART

Arnold Packer
3/31/90

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SUMMARY

Working Smart is a project of the Division of Adult and Occupational Education of the Los Angeles Unified School District (LAUSD). It was one of a number of Workplace Literacy projects, funded in 1989 by the U.S. Department of Education, that required a partnership between schools and business. A second set of such projects were funded in 1990. The overall effort will be evaluated by the Department of Education. Although the evaluation research will be available soon, the full results of this ambitious effort will not be known for many years.

Research performed at the Hudson Institute (Workforce 2000) and elsewhere identified the problem that *Working Smart* addresses: The skills of the non-college-educated workforce are increasingly ill-suited for the changing workplace. The problem is especially severe for limited-english-speaking workers seeking well-paying jobs.

Working Smart tests the idea that the skills gap can be closed by a strategy that has three new features:

1. Teaching a work-relevant curriculum designed, in this case, to teach basic skills in the context of jobs in the hopitality industry.
2. Bringing the education to the working student by having the instructor come to the workplace.
3. Using multi-media technology, interactive videodisc (IVD) in this instance, to help students learn.

I. PROJECT BACKGROUND

Los Angeles created *WorkForce LA* to bridge the gap between workers' skills and the city's changing job requirements. *Workforce LA* is a cooperative endeavor of business (the Industrial-Education Council of Califronia) and two levels of education (LAUSD and the LA Community College district). The *Working Smart* project is part of this larger effort. *Working Smart* is testing new ways of building the bridge -- new curricula, new partnerships, and new learning technology.

In June of 1988, LAUSD submitted a proposal to the U.S. Department of Education for $510,000 to help finance this Workplace Literacy project. LAUSD proposed to develop a curriculum for customer service by bringing together resources from:

LAUSD: (Los Angeles Unified School District) To provide certified instructors and curriculum developers, develop the IVD course, assemble the students, make arrangements with the workplaces, and provide the schoolroom sites and computer hardware.

EDSI: (Educational Data Systems, Inc.) To train LAUSD staff to analyze the customer service task; audit the reading, writing, speaking, listening and problem-solving skills required at the customer service job, assist LAUSD in developing the curriculum, produce a hard-copy manual, and help LAUSD create interactive videodisc (IVD)

materials to teach the skills required for customer service.

DPD: (Domino Pizza Distribution): To provide the business environment for LAUSD's analysis and literacy audit. Domino's also agreed to field test the course and interview 50% of the graduates. (Domino's failed to meet these latter two commitments.)

ITI: (Interactive Training, Inc.) To provide copies of SKILLPAC, an IVD course that ITI developed for ESL students and help LAUSD incorporate the SKILLPAC architecture into their *Working Smart* IVD materiels.

The Department of Education issued a grant for $428,528 to LAUSD. The LAUSD contribution was estimated at $183,655. Work began in the last quarter of 1988.

II. PROJECT HISTORY

The first quarterly report covered the first calendar quarter of 1989. Seventeen students (16 working at three Marriott sites) began an eight week, 80-hour course designed to improve their basic skills. The skills include communication, computation, attitudes, critical thinking, and problem solving. Fourteen of the 17 students had been employed by Marriott for one to five years. Meanwhile LAUSD, with EDSI assistance, conducted literacy audits at Domino's, Host International, Marriott, and Sizzler Restaurant.

Problems were beginning to surface regarding corporate interest, which was a function of corporate fortunes and personalities. Operational staff were not always empowered to reward students with, for example, compensated time off or a bonus for successful completion of the course. While the curriculum was being developed for basic skills, the student body was overwhelmingly (90%) in need of English as Second Language. But positive results were also evident.

By the end of the second quarter (June 30, 1989) of the project the literacy audits had been completed and the first group of students had graduated. Unfortunately, some of the corporate interest was beginning to wane. Host International had moved its corporate headquarters from Los Angeles to New York and the enthusiasm of Domino's Ann Arbor office never was felt in their Los Angeles operation. Fortunately, LAUSD staff were able to generate interest at Marriott and Collins Foods to take up the slack.

Also, some of the problems of producing IVD courses were beginning to show up as the production schedule slipped.

The third quarter (July through September of 1989) saw the relationship between LAUSD and Marriott and Sizzler develop further. A second class graduated from the Marriott facility and several students were promoted. Supervisors, according to the second quarterly report, had found increased productivity and guest satisfaction from *Working Smart* students.

The storyboards for the IVD had been completed and auditions had been held for the actors. (Storyboards are the scene-by-scene specification of the IVD course. They specify the video, audio, text and computer logic that the student will see.) School-based classes, that were to meet 4 hours weekly for 20 weeks, had started.

The fourth quarter (October through December of 1989) saw an expansion of the project into community-adult schools. A third graduation was held for Marriott employees and success stories started to make their way into the press. The LA Times reported that one graduate, Portia Lopez, had been promoted from housekeeper to the payroll department where she could "use my brain." Her pay also rose from $4.35 to $7.90 per hour.

LAUSD efforts with Collins Foods International bore fruit and that company agreed to begin participating. They sought to provide on-site training for employees who might become assistant store managers.

Meanwhile the test videodisc had been produced. The contract was extended (on a no-additional-cost basis) through March of 1990 so that LAUSD staff could complete the computer program for a portion of the IVD course. The partial (about 30% complete) course was tried out with 30 students at an adult center at the end of the contract period.

III. THE WORKING SMART CURRICULUM AND TECHNOLOGY

The original *Working Smart* curriculum was designed to teach workplace literacy in the context of the customer service job. The student learns to prepare the workplace, function as a cashier, and process an order. The goal is to teach reading, math, communication, critical thinking and problem-solving skills -- and impart proper work attitudes -- in the context of these tasks. As the participating companies changed, LAUSD staff expanded the *Working Smart* curriculum to match the hotel housekeeping functions in a Marriott hotel.

Preparing the customer-service work station starts by maintaining an inventory of working materials. Re-ordering consumables requires reading a business document (i.e., document literacy). Specifically, the student needs to check an invoice for the goods he/she ordered. The student must read prose and have the appropriate attitude to follow written policy regarding, for example, personal hygiene. The student needs to be able to follow oral instructions to clean (sweep and wipe) his/her work station or to respond to the housekeeping supervisor or a guest's request.

Performing the functions of a cashier requires quantitative literacy. The cashier must be able to total a bill, accept payment, and make change. He/she must understand decimals and dollars and cents. The student must be able to estimate and round answers to check that the calculator is being used properly. The

Working Smart curriculum also teaches math skills in the context of setting up the cash drawer, ringing up sales, and closing out the register. He/she must check the receipt tape at the end of his/her shift and learn how to make out a bank deposit.

Appropriate behavioral characteristics apply to both technical skills, such as self checking of computations, and interpersonal skills. Prose literacy skills are brought to bear in following directions. For example, the student follows directions written in memo form to order eggs. The student is asked to evaluate alternative memos, find specific information, and summarize the memo's message. Oral skills are engaged when the student is asked to take an accurate phone message.

Processing customers' orders, like the other two tasks, asks the student to use a multiplicity of skills in combination. The *Working Smart* student learns to welcome customers, take their orders, and translate the oral request into a written order for the cook. The student also learns the art of "upselling," convincing patrons to ask for other products, such as a desert or beverage. Portion control is another lesson. The student learns how to measure out equal portions (e.g., of vegetables and rice) on each plate.

Students need to be able to follow directions regarding customer service. They learn to set a table and to serve food from left or right (depending on whether the guests are at a table or booth or whether drinks or food is served). Students will also

learn the basic skills needed to maintain hygiene around the table. They will also learn to make out a check (including arithmetic skills such as using multiplication tables). Finally, the students learn intangible interpersonal skills needed to watch for and create customer satisfaction. These include reading body language (yours and theirs), maintaining eye contact, and understanding the impact of dress and manner of speaking on the customer.

IV. PROBLEMS ENCOUNTERED

LAUSD delivered this new curriculum in both traditional adult education classrooms and at workplace sites. LAUSD staff developed the IVD materials. At one classroom site, an LAUSD teacher delivered the *Working Smart* curriculum with the help of the developed IVD materials. These goals were achieved depite the difficulties encountered at each step.

There was a need to change the curriculum to meet the needs of the workplace-based students. The curriculum was designed for native speakers of English with at least 5th grade reading skills. However, almost all the students at the workplace sites were non-native speakers, some of whom could not read well enough to follow the instructions. Teachers used standard ESL materials and LAUSD developed new materials to teach ESL, instead of delivering the *original Working Smart* curriculum. Thus, at one site students were describing the difference between "the coat is on, under, or over" the chair, instead of the difference between a dirty and clean

workplace. (Interestingly, one student commented that the material learned at one class was very helpful in an interchange he had the very next week with a guest.)

The problems of sustaining corporate commitment was underestimated. By the time the program really began Domino's and Host were beset by corporate changes that lessened their enthusiasm. Either the commitment was never made at high enough levels or, if it was, it was never effectively communicated down to the working level. Even the quite successful relationship with Marriott would have benefited from a corporate or regional policy regarding rewards or incentives to students. (Possibly, Marriott needed to experience the workplace-based learning before determining a sensible company policy.)

Logistics remained a barrier for workplace-based students. The convenience of work-based learning makes it possible for many students to receive schooling who otherwise could not possibly do so. Yet even this did not solve all of the scheduling problems. Often a central workplace was used and students had to commute by bus, sometimes twenty miles or more. Many classes were missed because students could not give up their car pools on inclement days. Or work and personal schedules intervened, or a ride never materialized to the central workplace where the classes were held.

Useful and widely accepted test instruments were unavailable. A test was created to go with the *Working Smart* curriculum and used for determining if the student read well enough to take the course and as an indication of progress. Because there was no way of knowing this test's reliability or validity a standardized test was sought to evalulate the program. Students took the California Assessment (CASAS) test before and after the course to measure their improvement. CASAS was not the subject of either *Working Smart* or of the informal ESL materials used. In any event, test scores improved very little -- only about 2% on average -- and many students actually lost ground as measured by CASAS. One might expect the students to improve more if tests were repeated on subsequent days without any intervening instruction. (See Table II.)

The time, money, commitment and resources needed to create an IVD course were severely underestimated. LAUSD decided early to use Apple hardware, partially because Apple donated some hardware and technical assistance. The decision to forego IBM's InfoWindow had two disadvantages. First, Apple equipment does not allow the designer to "overlay" written instructions and other graphics on top of the video signal so that two screens must be used. Secondly, the SKILLPAC materials that LAUSD had sought to use for the ESL portion of the course had to be converted to the Apple environment. This was never accomplished during the project time period.

LAUSD was not in the IVD business and could not provide the continuing expertise needed. All phases, storyboarding the script, shooting the video, and programming the course were more of a challenge then anticipated. As a result, no IVD-based ESL instruction was ever delivered and only about 40% of the *Working Smart* curriculum was put on the IVD. The delay meant that the IVD experiment never went through a the "breaking in" period needed to move to a new curriculum.

VI SUCCESSES AND LESSONS LEARNED

Despite the problems the project has been successful. First, the students benefited. During the period 581 students took the course. Consistent with the workplace literacy emphasis, almost half of the students (49%) were working full time. There were individual success stories, such as Portia Lopez whose promotion to accounting was reported in the LA Times.

An enduring relationship with key LA employers seems to have developed. Employers and supervisors (at Marriott and Collins) who participated were surveyed by telephone. All were positive about the program and wished it would continue. Supervisors opinions differed as to the best ways to motivate students. One respondent thought the company should continue to provide only space and free soft drinks and students should be self-motivated. Supervisors with a human resource background were more willing to consider

making the program part of the company's effort to attract, develop and retain loyal staff in an era of tightening labor markets. The *Working Smart* project helped in the successful launching of the Workforce LA activity.

LAUSD did develop technological capacity. LAUSD staff better understands the potential and pitfalls of IVD technology. While they may never again become involved in all the steps required to create materials they are now equipped to be sophisticated clients of firms who can create IVD materials to LAUSD specifications. LAUSD staff are now more knowledgeable purchasers of off-the-shelf materials. Those students who did have an opportunity to use the IVD were excited about this way of learning.

Thus, four of the five goals noted on page 2 were mostly achieved. The *Working Smart* project, by April of 1990, had taught almost 600 students, built a workable IVD course, developed relationships between LAUSD and the LA business community, and enhanced the technological (IVD) capacity within LAUSD. The fifth goal was to learn lessons of importance to the national effort.

The need for continuity is evident. There is no "magic bullet." It takes hard work to build, test, and implement a new curriculum. Productive relationships between business and schools are hard to create and maintain. Developing IVD courses takes a lot of expertise and resources. Projects such as *Working Smart*

have to be part of a ten-year plan to transform the system, not isolated one-year efforts.

Developing corporate/school relationships needs planning and commitment. A partnership shares benefits and risks among all partners. The partners learn how to cooperate. School systems need to understand employers' human resource strategy. Companies should understand what the schools can do for them. For example, the project uncovered some gems for employers: loyal employees, well trained in their home countries, who were stuck in low-level jobs for the lack of capacity with the English language. There needs to be an understanding of how the relationship will develop. When and how will company and school policies be changed? LAUSD and the firms need to address questions of compensated (release with pay) time off, transportation, and rewards for accomplishment. The issues require attention from levels high enough in the respective organizations to change policy.

Curricula design and instructional arrangements must be flexible. Corporate situations and student needs change. Curriculum must then be revised to fit the new circumstances. Logistic problems remain even with worksite instruction. Technology may help in this regard by allowing students to advance at their own pace and to make-up instruction at their own convenience when they miss a class. In any event, provision for change must be built into the original design.

School systems should not undertake IVD development unless they are going to build real long-term capacity. Although course modification might be done by LAUSD staff, creating IVD materials requires so many diverse resources (including course design, video production, and computer programming) that it cannot be done without a continuing effort of a half million dollars or more per year.

Working Smart could be a major component in a restructured system of adult education in Los Angeles. The new system will deliver work-relevant curricula at times and sites convenient to students and employers. Instruction will take place within a system that includes both schools and employers acting as partners. Learning will be assisted by multi-media technology such as IVD. Or, the *Working Smart* project could be one more modest pilot that leaves the larger system much as it found it. Only time -- and the policies of business and education -- will tell.

TABLE I

LOCATION	TYPE	# of Students	WORKING FULL	WORKING PART	NOT WORKING	HISPANIC OR ASIAN	BLACK OR WHITE
Metro Skill Cntr	School	67	14	12	41	51	16
South Gate	School	66	23	13	30	64	2
Emerson Adult Schl	School	37	4	1	32	31	6
Watts	School	40	1	2	37	2	38
No. Hollywood	School	151	22	21	108	119	32
School Total		361	64	49	248	267	94
" " %	62		18	13	69	74	26
Radisson	Wlplce	21	21	0	0	21	0
Airport Marriot	Wkplce	17	17	0	0	17	0
Collins Food	Wkplce	24	24	0	0	24	0
Torrence Marriot	Wkplce	158	158	0	0	158	0
Wkplce Total		220	220			220	0
" " %	38		100			100	
Total		581	284	49	248	487	94
" " %	100		49	8	43	84	16

TABLE II RESULTS

	CLASS	
	IVD	STANDARD
NUMBER	30	62
BLACK	7	23
WHITE	2	5
ASIAN	3	3
HISPANIC	18	31
AGE MEAN	32.9	34.9
PRE-TEST		
MEAN	228.7	215.6
STD. DEV.	9.0	13.3
POST-TEST		
MEAN	233.0	220.3
STD. DEV.	8.0	14.1
GAIN		
MEAN	4.2	4.7
STD. DEV.	5.6	7.7
% GAIN	1.8	2.2

External Evaluation

Ralph Melaragno, Ph.D
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REPORT FROM THE OUTSIDE EVALUATOR

Ralph J. Melaragno, PhD
Pepperdine University

The proposal for Working Smart calls for an independent evaluation of the program by an outside evaluator. This report is organized around the two dimensions of the evaluation described in the proposal: (a) an overall evaluation of the effectiveness of the curriculum; and (b) an evaluation of the effectiveness of interactive video instruction.

EFFECTIVENESS OF THE CURRICULUM

Curriculum effectiveness was examined from a number of perspectives. One of these was quantitative in nature, using the Comprehensive Adult Student Assessment System (CASAS) test in which participating students were tested before and after instruction.* Another was qualitative, using interview responses from participating students. A third was also qualitative, using questionnaire responses from teachers who implemented the Working Smart curriculum. A fourth, qualitative approach, involved questionnaire responses from employers of participating students.

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*CASAS is a comprehensive educational assessment system, designed to measure competencies of educational programs in Adult Basic Education and English as a Second Language. One of the goals of CASAS is: To measure student achievement in a competency-based program.

Student Achievement

A sample of 92 participating students was drawn to examine the learning that took place as a result of the Working Smart curriculum. These students had received instruction in a variety of contexts, at work sites and in adult education classrooms. They also had received instruction over a range of times, from 5 to 12 weeks. Summary information about students appears in Table 1, below.

Table 1

Demographic Information on Student Sample

Age	Range = 18-65	Mean = 34.58
Sex	Male = 31	Female = 61
Ethnicity	Black = 30	
	Hispanic = 49*	
	White = 7	
	Asian = 6	

*These were non-native born students who required ESL instruction.

Members of this sample of students were administered the CASAS tests prior to instruction, and again after instruction. Data on their CASAS scores appear in Tables 2 and 3. Table 2 contains summary statistics on CASAS scores, while Table 3 contains information on changes in CASAS scores from pre-instruction to post-instruction.

Table 2

CASAS Test Results*

	Pre-Instruction	Post-Instruction
Mean	220.12	224.49
Std. Dev.	12.52	13.23

*Scores below 200 indicate difficulty with basic literacy and computational skills. Scores between 200 and 214 indicate low literacy skills. Scores between 215 and 224 indicate functioning above a basic literacy level. Scores above 224 indicate functioning at high school entry level in reading and math.

Table 3

CASAS Changes*

	Lost	No Change	Gained
Number	9	38	45
Percentage	9.78	41.30	48.91

*Legend: Lost = Post-Instruction scores decreased by at least 3 points from Pre-Instruction

No Change = Post-Instruction scores differed from Pre-Instruction by no more than 2 points

Gained = Post-Instruction scores increased by at least 3 points from Pre-Instruction

Tables 2 and 3 demonstrate that the Working Smart curriculum had minor impact on student learning, as measured by the CASAS test. The increase in average scores, from pre-instruction to post-instruction, was 4.37 points; this is not a major increase

on a test with 240 points possible.

Further, the breakdown by student changes (see Table 3) indicates that less than half the students (48.91%) improved on their pre-instruction scores, even when using a very lenient standard (improvement of as little as three points). Almost as many students (41.30%) showed no change in CASAS scores. And a number of students (9.78%) actually had a decrease in CASAS scores of at least three points.

Student Interviews

Most students were interviewed after they had completed instruction. A random sample of 20 student interviews was used to examine student reactions to Working Smart. Table 4 summarizes information on this sample of students.

Table 4

Student Interview Sample

Age	Range = 18-59	Mean = 34.05
Sex	Male = 11	Female = 9
Ethnicity	Black = 4	
	Hispanic = 15	
	White = 1	
	Asian = 0	
Employed?	Yes = 14	No = 6

Among the questions included in the interview, one asked how satisfied the student was with the English language instruction in Working Smart; another asked if the student would recommend the Working Smart program to other people who need to improve

their English language skills; and a third asked if the Working Smart program had helped the student find a job or get a promotion. Responses to these questions appear in Tables 5-7.

Table 5

Student Interview Responses: "How Satisfied Are You with Working Smart?"

	Number	Percentage
Very Satisfied	13	65.00
Satisfied	7	35.00
Unsatisfied	0	0
Very Unsatisfied	0	0

Table 6

Student Interview Responses: "Would You Recommend Working Smart to Others?"

	Number	Percentage
Definitely Yes	17	85.00
Probably Yes	2	10.00
Probably No	1	5.00
Definitely No	0	0

Table 7

Student Interview Responses: "Did Working Smart Help You Get Job/Promotion?"

	Number	Percentage
Yes	2	15.38
No	11	84.61

NOTE: Only 13 of 20 student interviews contained answers to this question. See Table 4 for employment data.

These student interview results indicate that Working Smart participants felt satisfied with the English-language instruction they received, would recommend the program for others interested in improving their English-language skills, and did not find the program useful in obtaining either a job or a promotion.

Teacher Questionnaire Information

A total of 14 teachers participated in the Working Smart project. Some delivered instruction at the worksite, while others delivered it in classroom settings. Seven of these 14 teachers returned questionnaires concerning the program. Of the seven, six completed all items and one simply wrote an extensive comment about the program. Tables 8-11 contain information from the six teachers who answered all items.

Table 8

Teacher Responses: "Success of Working Smart In Improving Ability to Perform on Job"

	Number	Percentage
Outstanding Success	1	16.67
Successful	2	33.33
Unsuccessful	3	50.00
Genuine Failure	0	0

Table 9

Teacher Responses: "Working Smart Helped With Customer Service Skills"

	Number	Percentage
Major Contribution	1	16.67
Contributed	3	50.00
Little Impact	2	33.33
No Impact	0	0

Table 10

Teacher Responses: "Working Smart Contribution To Public-Private Partnership"

	Number	Percentage
Major Contribution	1	16.67
Contributed	1	16.67
No Impact	3	50.00
Negative Impact	0	0
Have No Idea	1	16.67

Table 11

Teacher Responses: "Should Working Smart Continue?"

	Number	Percentage
Definitely Yes, As Is	1	16.67
Yes, But Improve It	4	66.67
No, Did Not Help	1	16.67

From Tables 9-11, it can be seen that participating teachers had mixed reactions to Working Smart. Half rated it successful, four of six felt it contributed to improving customer service skills, and only one saw it as a program that should continue intact.

In addition, the seven responding teachers provided anecdotal comments about Working Smart. These were so wide-ranging that trends were impossible to capture. For example, when asked about the major strengths of the program, three either wrote no response or wrote negative comments. Among the strengths noted were the curriculum, teachers' knowledge, director's expertise, realistic subject matter, and student willingness.

On the other hand, when asked about major shortcomings in the program, teachers identified identical pre-and post-tests, irrelevant material, student overload with content, program and format not working, slow pace, and poor on-site classrooms.

In response to an item about modifications, responses were very mixed. Two teachers felt the program should aim at higher-level students; others suggested a total program revision to include creativity and active student involvement.

From their comments, it is probably safe to conclude that participating teachers were not overwhelmed with Working Smart,

and recommended major modifications before the program be continued.

Employer Questionnaire Information

Only two employers supplied information about their perspective on Working Smart. Both were positive about the program, citing as strengths the understanding nature of the instructors and students' improvement in English skills and in self confidence. They only suggested improvements needed in students' motivation, indicating that it was difficult to communicate the importance of the program.

EFFECTIVENESS OF INTERACTIVE VIDEO INSTRUCTION

Of the 92 students for whom data were collected prior to and after instruction by way of the CASAS test, 30 had participated in an instructional setting (in an adult education classroom) in which interactive video instruction was included, along with teacher-directed instruction. The other 62 students (from a variety of settings) had received only instruction by way of a teacher.

The instructional periods for these students ranged from 5 weeks to 12 weeks. Students who received interactive video instruction did so for two weeks; however, some of that two-week period was devoted to familiarization with the Apple computer and with the software provided by Apple to orient users. Thus, the amount of time actually spent with Working Smart material, by way of interactive video instruction, was extremely brief.

Tables 12, 13, and 14 summarize the information available on these students and the outcomes of their instruction. In these tables, "video" refers to the 30 students who had access to

interactive video instruction and "classroom" refers to the 62 students who had no access to interactive video instruction.

Table 12

Descriptive Information on Students

	Video	Classroom
Sex:		
Male	13	18
Female	17	44
Mean Age	32.93	35.40
Ethnicity:		
Black	7	23
Hispanic	18	31
White	2	5
Asian	3	3

Table 13

CASAS Test Results

	Pre-Instruction		Post-Instruction	
	Video	Classroom	Video	Classroom
Mean	228.77	215.93	233.00	220.37
Std. Dev.	9.19	13.87	8.20	14.25

Table 14

CASAS Test Score Changes*

	Video			Classroom		
	Lost	No Change	Gained	Lost	No Change	Gained
No.	2	13	15	7	25	30
%	6.66	43.33	50.00	11.29	40.32	48.38

*Legend: Lost = Post-instruction scores decreased by at least 3 points from Pre-instruction.
No Change = Post-instruction scores varied from Pre-Instruction by no more than 2 points.
Gained = Post-instruction scores increased by at least 3 points from Pre-instruction.

Tables 13 and 14 indicate that there was little difference between the achievements of students who did and who did not receive interactive video instruction, as measured by the CASAS test. Video instruction students averaged an increase of 4.23 points while non-video instruction students averaged an increase of 4.44 points. Neither group showed any large increase, and the difference between the two groups is trivial.

That the interactive video instruction failed to improve student achievement beyond that evidenced by classroom instruction is hardly surprising. The 30 students who received interactive video instruction were provided with so little of it that the instructional approach could not possibly have had an impact.

One logical conclusion is that the Working Smart project was not an adequate test of interactive video instruction for adult students, due to the brevity of interactive video instruction. It would not be fair to draw any conclusions about this

instructional method from the Working Smart project; a much more extensive study of interactive video instruction is required.

Student Questionnaires

Of the 30 students who engaged in instruction by way of the interactive video method, 24 completed questionnaires at the conclusion of their instruction. Two items from the student questionnaire provide more information on the impact of the interactive video instruction. Table 15 contains information on student opinions above teacher-led instruction, while Table 16 contains similar information about interactive video instruction.

Table 15

Student Responses: "How Much Did Teacher Instruction Help You Learn Skills?"

	Number	Percentage
Helped Me a Lot	19	79.17
Helped Me Some	4	16.67
Helped Me a Little	1	4.17
Did Not Help Me	0	0

Table 16

Student Responses: "How Much Did Video Instruction Help You Learn Skills?"

	Number	Percentage
Helped Me a Lot	2	8.33
Helped Me Some	6	25.00
Helped Me a Little	9	37.50
Did Not Help Me	5	20.83
Omit	2	8.33

Student questionnaire responses reinforce the objective data from the CASAS test: the interactive video instruction was not seen by students as valuable (see Table 16), and the data indicates that the video instruction had no impact on learning (see Tables 13 and 14). In other questionnaire items, some students indicated that they would have liked more time to use the video instruction system.

Once again, it is important to point out that students who were exposed to interactive video instruction had very little time with this process. It would be inappropriate to conclude that interactive video instruction is ineffective with adult learners; rather, this project does not provide a valid test of the process and other studies are required.

CONCLUDING REMARKS

Based on the evidence provided, this evaluation leads to the following conclusions:

1. Working Smart, as a program of instruction for adult students, did little to improve participants' learning as measured by the CASAS test. To the extent that CASAS is an adequate measure of achievement in ABE and ESL classes, there is little evidence from the CASAS test results to indicate that participating students improved in basic literacy skills.

2. Unfortunately, no quantitative evidence is available about the usefulness of Working Smart for service-industry workplace skills. A key goal of Working Smart was the development of improved workplace skills, and only anecdotal comments from teachers, employers, and participating students is available concerning these skills.

3. Students who participated in Working Smart were generally positive about the experience, and would recommend it for others.

4. Employers (albeit a very limited group) also were positive about the program. However, their positive comments were limited to improvement of English skills rather than to workplace skills in a service environment.

5. Teachers generally had mixed reactions to Working Smart. Their comments suggest that the program had improved students' workplace skills, but was in need of considerable revision.

6. The effectiveness of the interactive video instruction portion of Working Smart remains unknown. Students received too little instruction by way of the interactive video process to adequately conclude anything about its value.